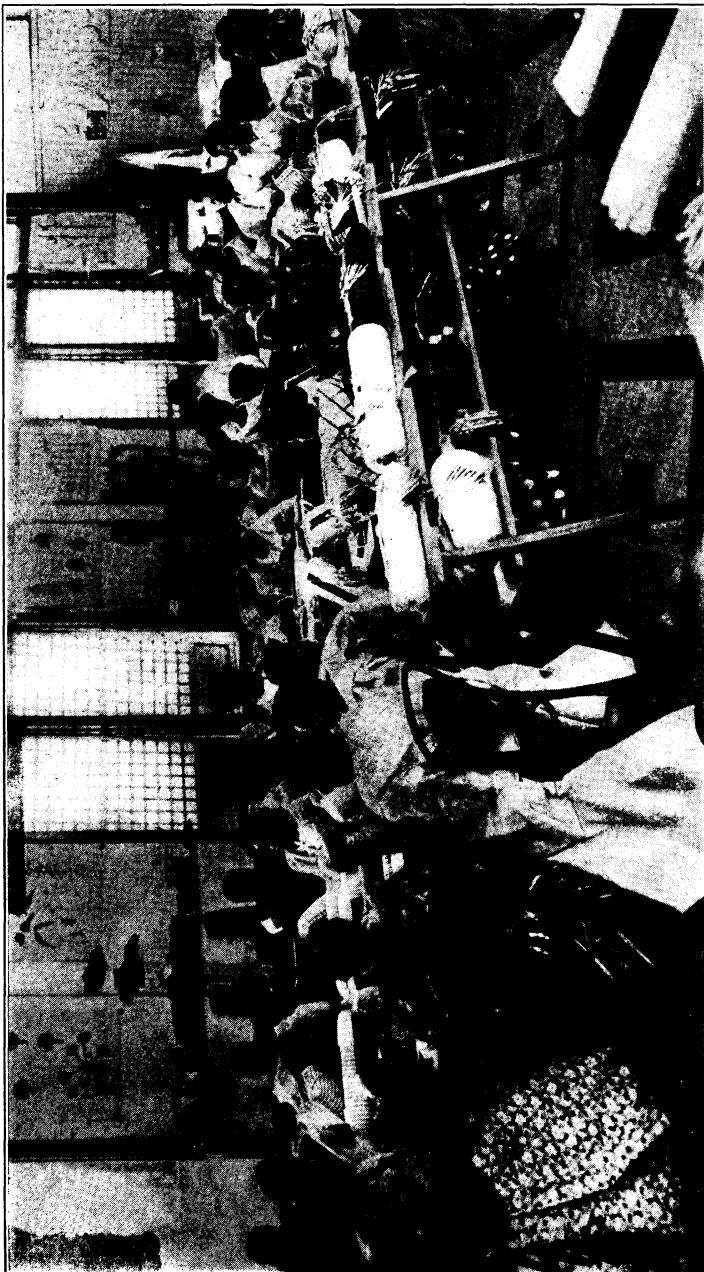


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CLASS IN LACE MAKING, PHILIPPINE NORMAL SCHOOL.

DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU OF EDUCATION

TENTH ANNUAL REPORT

OF

THE DIRECTOR OF EDUCATION
FOR THE PHILIPPINE ISLANDS

JULY 1, 1909, TO JUNE 30, 1910

MANILA
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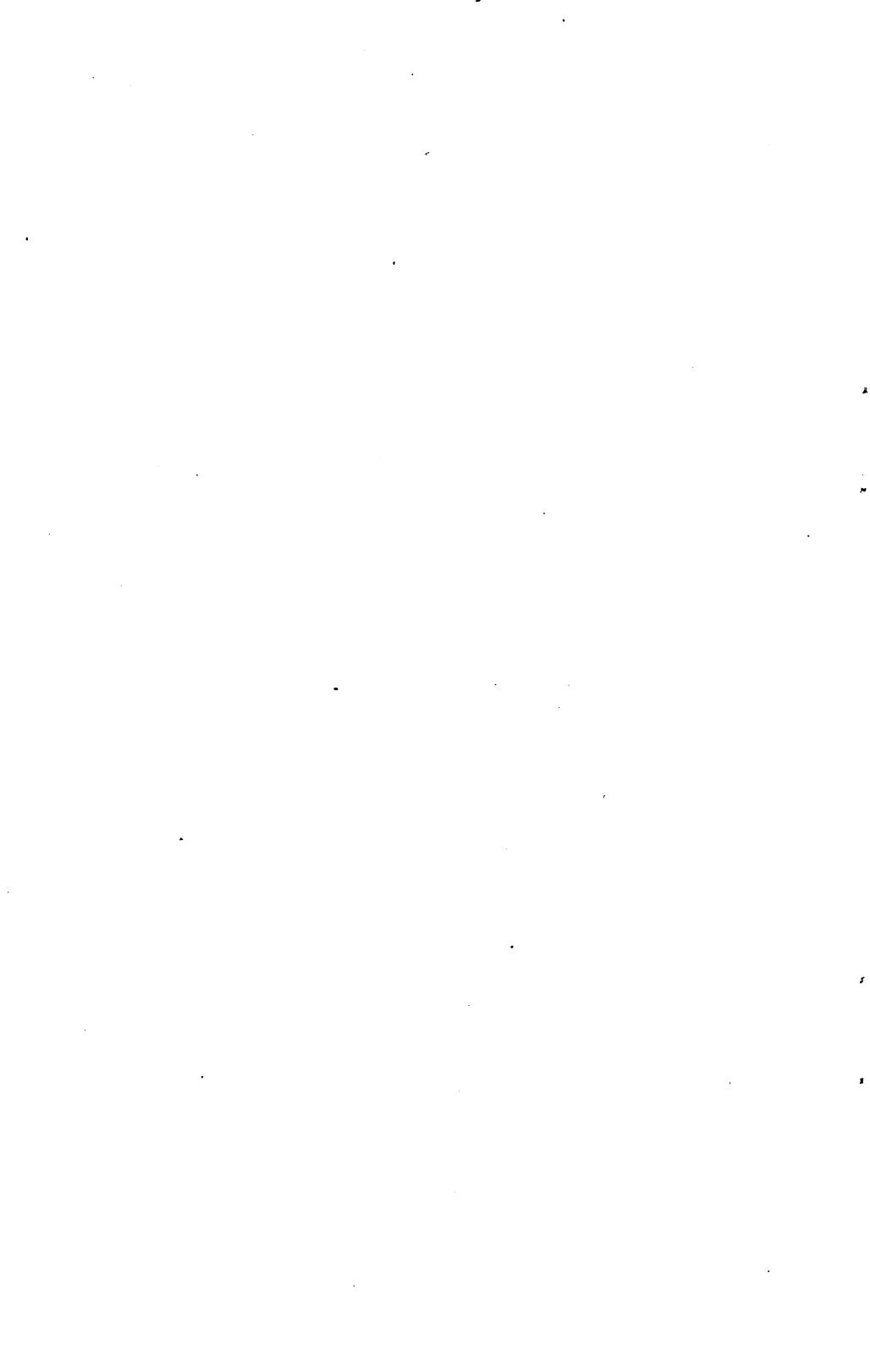


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TENTH ANNUAL REPORT OF THE DIRECTOR OF EDUCATION.

MANILA, *August 1, 1910.*

The Honorable,

the SECRETARY OF PUBLIC INSTRUCTION,

Manila, P. I.

SIR: I have the honor to submit in these pages the Tenth Annual Report of the Director of Education for the Philippine Islands. The statistics and comments upon school conditions here presented apply generally to the school year beginning June 14, 1909, and ending April 2, 1910. The financial data pertain to the twelve-month fiscal year ending June 30, 1910.

GENERAL STATEMENT.

The year just concluded has been marked by considerable growth in nearly every phase of the work of the Bureau of Education. In 1909-10 the total number of schools in operation was 4,531, as against 4,424 in 1908-9. The total annual enrollment reached 587,317.¹ The monthly enrollment of pupils for September was 451,938, representing a considerable advance over the enrollment in any other month since the establishment of the Bureau. The attendance throughout the year has been more regular than ever before and the results accomplished more substantial. The total number of American and Filipino teachers and apprentices employed during the year advanced to 9,007, as against 8,774 for the preceding year.

While these figures represent a material expansion of the work of the Bureau and extension of its field, they do not fully indicate the actual advance effected during the past twelve months. The principal gains have been in the improvement of organization and of teaching personnel. The aims and requirements of the Bureau are now better understood than at any former time. The courses of instruction have been modified to meet more nearly the practical needs of this field; the provisions of these courses are being put into effect as rapidly as conditions will permit by a willing and loyal corps of superintendents and teachers. It is believed that, as a whole, the members of the Bureau are more than ever before impressed with the necessity for securing definite and tangible results.

¹ This figure does not include 4,946 pupils enrolled in the schools of the Moro Province, whose administration is independent of this office.

Some three years ago the Director of Education upon consultation with the division superintendents adopted a plan of action for the Bureau which involved an attempt to keep constantly in attendance at school at least one-third of the total school population of the Islands; this in the belief that by normal rotation of attendance the present generation might be made literate and given the first essentials of an education within the limits of a decade. In former reports of this Bureau the school population has been estimated at from one-fifth to two-sevenths of the total population. Considering, however, that maturity is reached at an early age in the Philippines and that marriage occurs earlier than in occidental countries, it would seem proper to fix a somewhat different standard here than that which obtains in the United States in estimating school population. For the purposes of this report one-sixth of the estimated present total Christian population of 7,293,997 has been taken as representing the legitimate school population, that is, 1,215,666. The proposed school attendance is therefore 405,222; the average monthly enrollment for the year was 427,165.

This latter figure should properly represent a maximum attendance under present conditions. In fact, Insular and municipal school funds now provided will permit of no further extension whatever. Without additional funds there must be an actual reduction in school attendance if the work undertaken is to be done right, for the annual cost per capita for each child in school will, by reason of the increased attendance in the higher grades and the introduction of industrial instruction, be greater in the future than in the past, and with similar resources the number of teachers employed must necessarily be diminished. It is the purpose of the Bureau to direct its attention more particularly in future to quality of work than to numbers, though this does not mean that any considerable reduction in the present attendance will be permitted.

As indicated above, the enrollment in the higher grades is increasing. During the past year the average number in primary grades was 407,592; intermediate, 17,144; secondary, 2,429. Corresponding figures for the preceding year are 388,873, 14,728, and 1,877.

For years past there has been much discussion on the part of teachers and superintendents as to whether the pupils were satisfactorily completing the work of the various grades in which they were enrolled. The impression has been common that the prescribed course of study is beyond the capacity of the ordinary pupil. This condition, if it actually exists, demands a remedy. Certain investigation has been made and data have been gathered upon which it is now believed that a legitimate conclusion may be based. In this connection, attention is invited to Statistical Tables Nos. 9 and 10 in the appendix of this report. It appears that during the past year, from the average number in daily attendance in Grade I, 42 per cent were promoted to the next higher

grade; from Grade II, 72 per cent; Grade III, 67 per cent; Grade IV, 71 per cent; Grade V, 79 per cent; Grade VI, 81 per cent; Grade VII, 85 per cent; in the high school course, from the first year, 68 per cent; second year, 80 per cent; third year, 96 per cent; fourth year, 73 per cent. That is, 54 per cent of the pupils in average daily attendance in all grades were promoted to the next higher grades. These figures at first glance may appear to justify the opinion previously held by many, that the requirements of the course of instruction are over-difficult. A closer examination of the figures, however, will fail to support this conclusion. As a matter of fact, the percentage of promotions in all of the higher grades is satisfactory; the only grade which falls below par is Grade I of the primary course. Here only 42 per cent of the pupils passed on to the work of the second year. However, a large majority of these pupils are in attendance in barrio schools under poorly prepared teachers, sometimes not supplied with suitable books and not having the benefit of regular and frequent inspection by supervising teachers or superintendents. In view of existing conditions which, by the way, are gradually being remedied throughout the Islands, it is believed that the showing indicated by the above figures is not only satisfactory, but actually gratifying.

COMPULSORY EDUCATION.

In various earlier reports the Director of Education has recommended the enactment of legislation which would make school attendance compulsory. The need of such legal provision is still apparent. It is true that the number of pupils attending school in the course of a year is as great as can be well taken care of by the present supervising and teaching corps; as stated elsewhere, the total enrollment for last year was nearly 600,000. The average monthly enrollment, however, was only 427,165, whereas the average monthly attendance was 337,307. The schools are not prepared to handle 600,000 pupils at any one time, but they can with reasonable efficiency, instruct the average number enrolled per month, and this number is nearly 100,000 more than the average attendance. One of the chief causes of failure to accomplish satisfactory results is the irregularity with which pupils come to school, as indicated by the above figures. This condition is not due to an absence of real interest or confidence in the schools on the part of the people, nor does it have an economic basis though it is frequently stated that pupils are needed for work at home during certain seasons. The difficulty really lies in the lack of appreciation on the part of parents and children of the necessity for punctuality and regularity. Under the system, or lack of system, of instruction in the small schools scattered about the Islands in Spanish times, the teaching was individual rather than by class. A child might enter or leave school at choice without serious

interruption of progress. Under the present organization a pupil who is irregular in attendance fails to advance with the other pupils and is demoted. The people are coming to realize the desirability of regular attendance and the unfortunate condition which formerly prevailed is, in a measure, being righted, as a comparative examination of statistics of the various years will indicate. However, legislation upon this matter seems to be essential if prompt and satisfactory results are to be secured. This legislation must be carefully formulated, to prevent the schools being crowded beyond their normal limits and to guard against the working of injustice in cases where the proper place of the child is at home rather than in the school.

PERSONNEL.

SUPERINTENDING OFFICERS.

In November, 1909, the then Director of Education resigned his position after many years of active service in this field, in which, by his exceptional energy, his broad outlook upon the work in hand, and his unfailing personal interest in the official and individual problems of the superintendents and teachers, he had won the esteem and affection of the entire personnel of the Bureau. At the same time and after an equal period of service, the Assistant Director of Education resigned, greatly to the regret of his associates. The places so vacated were filled by promotion of the Second Assistant Director to the position of Director of Education and of two division superintendents to the positions of Assistant Director and Second Assistant Director. Three division superintendents have resigned to take up other work in the United States; the superintendent of the Normal School has been appointed acting dean of the College of Philosophy, Science, and Letters. The places left vacant by these resignations and promotions have been filled by the advancement of division superintendents of long service, and in turn their places have been filled by the promotion of those supervisors and principals who were considered most worthy of such recognition. In filling vacancies in these responsible positions great care has been taken to select men who are physically and mentally vigorous, thoroughly interested in the problems of this field and whose records in minor positions have been uniformly satisfactory. Several divisions in which the superintendents are now on leave in the United States are headed by acting superintendents, some of whom have proved their efficiency and are considered eligible for regular appointment when opportunity arises. The present directing and superintending force of the Bureau is indicated in a table in the appendix of this report. As in former years, only men who have qualified in the assistant examination, the highest test of scholarship in this service, may be designated as division superintendents.

AMERICAN TEACHERS.

The corps of American teachers in the employ of the Bureau at the end of the year was 732. During the year 133 separations of regular and temporary teachers occurred, and 172 appointments were made. Of the present corps, 283 are serving as supervising teachers, each having under his supervision a considerable area, varying greatly in extent, but averaging more than 300 square miles, and having under his charge from five or six to forty or fifty Filipino teachers. The tendency during the past year has been to enlarge the districts of these supervisors and to place upon them greater responsibility than formerly. Some superintendents have recommended that the entire areas of large provinces be divided into comparatively few districts, and the strongest supervisors selected to take charge of these as assistant or deputy superintendents. Such provision has not been approved in full. It is thought to be wise for the American supervisor to confine his attention for the present to a district of such extent that he will be able not only to supervise, but to give considerable actual instruction to teachers and to do some personal teaching for inspection or normal purposes in primary schools. However, as stated above, the districts are growing larger, this generally by reason of the fact that the number of men capable of assuming the responsibility of these positions is limited, and as a rule a good supervisor over a large area can accomplish more than two poor supervisors dividing the same area between them.

With the considerable increase in the number of pupils in advanced grades, there has been a proportionate demand for a larger number of American instructors in intermediate and secondary classes. This has been voiced by division superintendents, but has come generally from the people themselves through their municipal and provincial representatives. A hundred American teachers more than the present number could be assigned to excellent advantage.

The undersigned came into office in November under the conviction that in spite of the real shortage of American teachers, the Bureau could well spare the services of some then in its employ. He requested division superintendents to forward specific comment upon any who were inefficient or out of sympathy with the people or the purposes of the Bureau of Education, or who were living in a manner which reflected discredit upon the organization. As a result, some twenty resignations were requested and submitted at the end of the school year, and a number of teachers whose services were not fully satisfactory were permitted to continue only on probation. It is believed that superintendents and teachers generally understand that any man who is not actually rendering valuable service will not be permitted to remain long in the service.

of the Bureau. This policy is to be permanently continued and will be supported by prompt and vigorous action where necessary.

In line with the above, special care has been taken this year in the selection of new teachers. Nearly all those appointed were single men, it being deemed advisable to bring out only such teachers as were available for assignment to any sort of work in any section of the Islands. The qualifications of the new appointees, both in education and experience, are somewhat above the average for the past few years. However, the number of selections is not sufficiently great, and further appointments can not be made because the register has been cleared of all good material.

This leads to a discussion of the system now in vogue in the selection of American teachers in the United States. Under the present arrangement the Director has access to official information as follows: (a) Examination papers; (b) statements of the applicants as to educational institutions attended, degrees secured, positions held and salaries received; (c) vouchers of friends and acquaintances; (d) confidential letters from former instructors and employers; and (e) photographs of the applicants. It is, and always has been, the practice of the Director to review these papers very carefully, and only such persons are selected as appear to be superior in character and qualifications. As a matter of fact, however, out of every group of new teachers arriving from the States there are several, perhaps 10 per cent or even 20 per cent, who are immediately recognized upon their arrival as being incapable of success in this field. The Director appoints from fifty to one hundred and fifty new teachers each year, an average of perhaps a hundred. Of this number at least fifteen would be eliminated by the right sort of personal inspection in the States, and the Bureau would be better off without them even if the positions had to remain vacant. The elimination of this undesirable contingent would mean without question a saving of from thirty to forty thousand pesos a year, and a still further advantage would accrue through the resulting improvement in the reputation and efficiency of the teaching service. Though a certain improvement has been effected, the Bureau of Education in the past has been rightly subjected to criticism because of the uncouthness and simple ignorance of some of its employees. This condition, existing in the biggest Bureau in the Government, constitutes an absurdity which demands a prompt and adequate remedy.

The designation of a high-class representative of the Director of Education in the United States is believed to be a simple and effective means of raising the standard of the personnel of the Bureau. This man, since he would act for and in the name of the Director of Education, must necessarily have the complete confidence of this office and must be thoroughly conversant with the aims and methods of the Bureau

and with the conditions of the life and service in all its departments. Under this system, in the opinion of the undersigned, an eligible register of many hundreds, perhaps thousands, could be established. All appointments being made as a result of personal investigation and inspection, only men and women of superior qualifications would be brought into the service. Through correspondence and by personal interview with the heads of educational institutions and school superintendents, the appointing agent could within a short time build up an acquaintance which would insure the friendly interest and support of men who are in a position to be of most valuable assistance to this Bureau in the betterment of its teaching service. Definite request is about to be made upon higher authority for the approval of the designation of a superintendent to serve the Bureau as above suggested.

FILIPINO TEACHERS.

Of the 8,275 Filipino teachers employed, 1,010 received salary from the Insular Government, 7,120 from municipal governments, and 145 were apprentices, working without pay. The average compensation of the Insular teachers was ₱44.66 monthly; of municipal teachers, ₱18.29. The pressure from the field for the appointment of an increasing number of Insular teachers was so great in the two preceding years that the Director was led to designate many temporary teachers, some of whom were without superior qualifications and received small compensation. The undersigned recommended to the special session of the Legislature, convened at Baguio last May, that funds be provided which would permit of paying somewhat larger salaries to the best qualified Filipino instructors and supervisors, it being a part of the same proposition to slightly decrease the total number of Insular teachers by eliminating those who were clearly ineligible to the recognition attendant upon such designation. This recommendation was approved; the total sum formerly authorized for Filipino teachers was increased. The Governor-General has reserved the right, however, to hold unexpended the additional amount until he is satisfied that the finances of the Government warrant its release for the purpose for which it was appropriated. It is presumed that he will release these funds and so enable the Director to make the increases authorized by law, but at this writing he has not yet done so.

Very interesting and valuable data have been gathered from the field as to the attainments, the ability to teach, and the executive ability of Filipino teachers. Comparing these figures with those gathered in other years, it is evident that the Filipino teachers are advancing in efficiency. In the year just ended there were 2,082 teachers of high school grade employed, as against 1,357 of the preceding year, and 6,286 of intermediate attainments, as against 5,806 in the preceding year. Superintendents report 1,087 capable of teaching intermediate grades, whereas

only 779 were so reported a year ago. In this connection, attention is invited to Statistical Table No. 14.

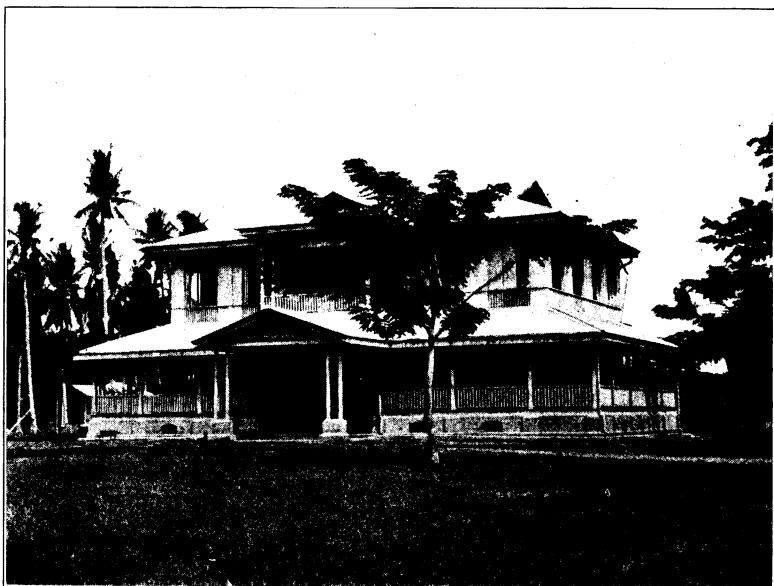
A circular has recently been issued by the Director of Education announcing to division superintendents the policy of assigning Filipino teachers with special preparation, as, for example, those educated in the United States and graduates of the Insular Normal and Trade schools, to the most difficult work which they are presumably capable of performing. This policy has been determined by the great need for teachers in advanced and special work and by the desire to place large responsibilities upon these young men and women and give them the widest possible opportunity to exercise the ability and dispense the knowledge which they are presumed to possess. Those who are found to be incapable of doing the work to which they are assigned will be reduced in position and salary.

OFFICE ORGANIZATION.

A distinct advance has been made during the past year in the efficiency of the clerical force of the Bureau both of the General Office and of the field. Reports are prepared with greater accuracy, received more promptly, and tabulated more intelligently than ever before. Correspondence is handled with greater dispatch and with closer attention to field conditions. This advance has been due chiefly to the fact that the clerical personnel, both in Manila and in the provincial offices, has become more stable. Few resignations of capable men have occurred. A more adequate schedule of compensation has been arranged and somewhat larger numbers of clerks have been employed than in former years. At the close of the fiscal year the total number of clerical employees in the thirty-six division offices was 2 Americans and 94 Filipinos. The number employed in the General Office is 18 Americans and 46 Filipinos. As stated above, these numbers represent an increase over former years, but as a matter of fact this increase is by no means proportionate to the growth of the work itself. The number of schools, teachers, and pupils, and the extent of territory covered by the Bureau have passed far beyond former bounds. Recent legislation has placed upon the Bureau responsibility for various important lines of work which in their detail require close attention on the part of the clerical as well as the supervising force. As an illustration of this point, reference may be made to the development of industrial instruction within the past three years and particularly during the last six months. Not only is the General Office giving attention to the introduction of instruction in various industries in primary, intermediate, and trade schools, but it is conducting a systematic investigation of the industrial conditions now existing in all parts of the Islands and collecting as accurate data upon this subject as possible, with a view to the close adaptation of the industrial teaching of the Bureau to the actual needs of the country. This preliminary prob-



VACATION INSTITUTE OF VISAYAN TEACHERS IN SESSION AT THE PROVINCIAL
SCHOOL, DUMAGUETE, ORIENTAL NEGROS.



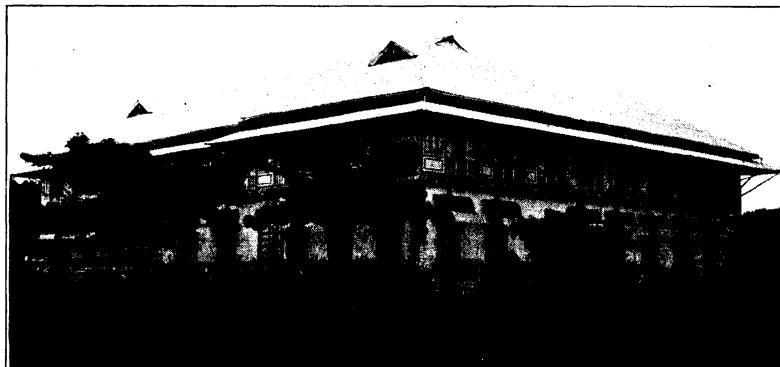
PROVINCIAL HIGH SCHOOL, BACOLOD, OCCIDENTAL NEGROS.



PROVINCIAL HIGH SCHOOL OF MISAMIS.



ACADEMIC BUILDING OF THE PROVINCIAL HIGH SCHOOL, MALOLOS, BULACAN.



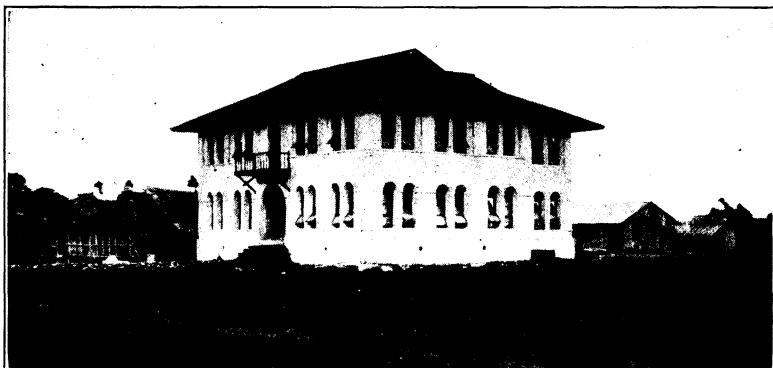
CENTRAL BUILDING OF THE BATANGAS PROVINCIAL HIGH SCHOOL.



GIRLS' DORMITORY, HIGH SCHOOL, AND TRADE SCHOOL, TACLOBAN, LEYTE.



THE PROVINCIAL SCHOOL AT SORSOGON.



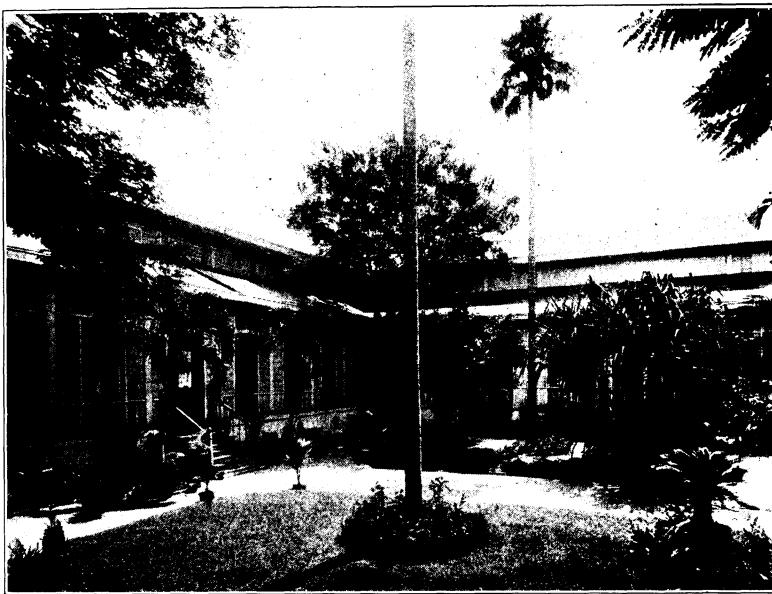
PROVINCIAL SCHOOL BUILDING, BAYOMBONG, NUEVA VIZCAYA.



ENTRANCE OF THE CAPIZ PROVINCIAL SCHOOL BUILDING.



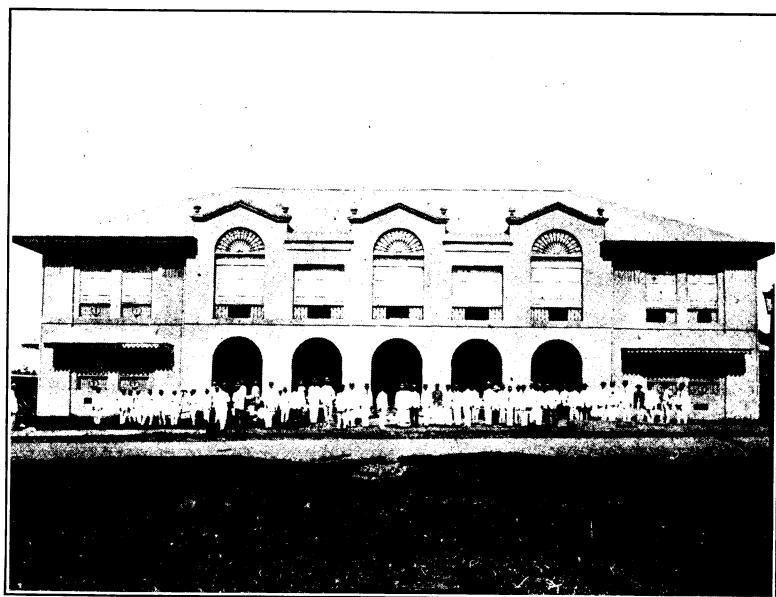
THE APPROACH TO THE PROVINCIAL SCHOOL AT TAGBILARAN, BOHOL.



INNER COURT, MANILA HIGH SCHOOL.



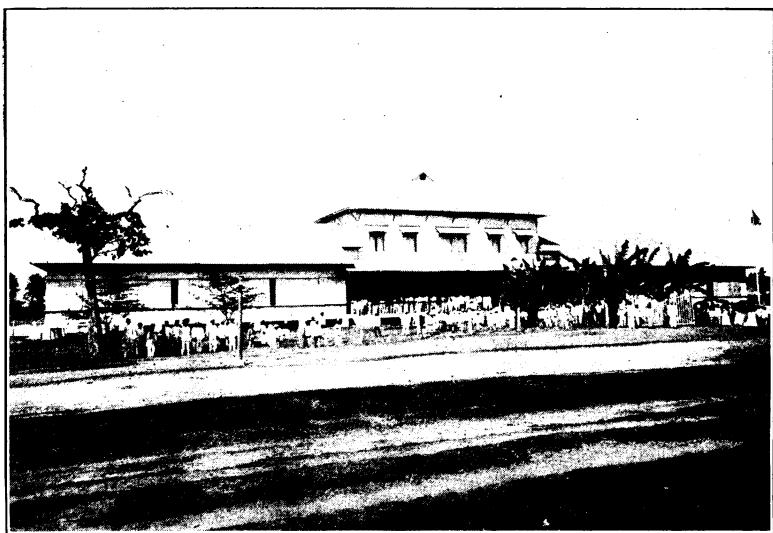
THE PROVINCIAL SCHOOL AT ALBAY.



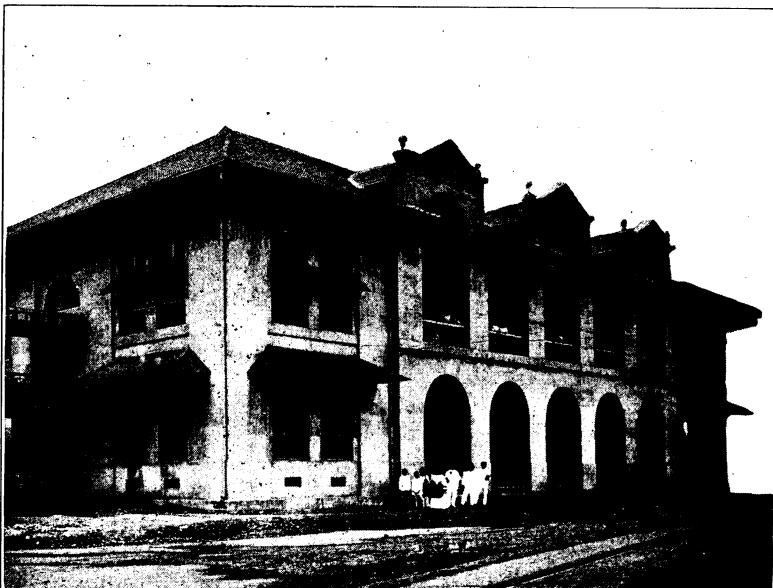
NEW PROVINCIAL HIGH SCHOOL BUILDING, CEBU.



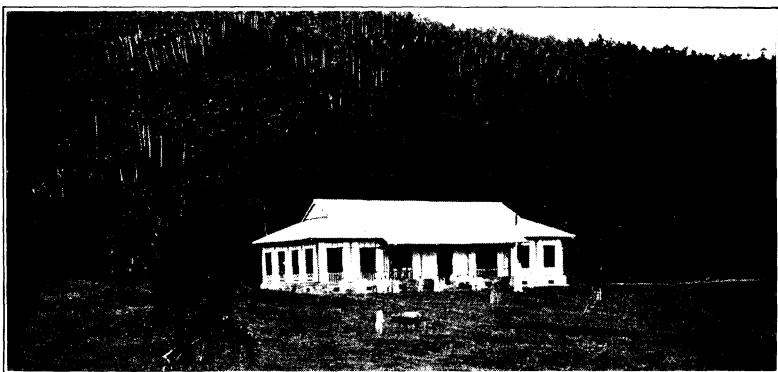
PROVINCIAL HIGH SCHOOL, SAN FERNANDO, PAMPANGA.



DAGUPAN INTERMEDIATE AND PRIMARY SCHOOL BUILDING, PANGASINAN.



TONDO INTERMEDIATE SCHOOL, MANILA.



ROMBLON INTERMEDIATE SCHOOL.



INTERMEDIATE SCHOOL, BULACAN, BULACAN.



INTERMEDIATE SCHOOL, LIPA, BATANGAS (RECONSTRUCTED).



OLD TYPES OF FILIPINO SCHOOLHOUSES.



CENTRAL SCHOOL BUILDING, MALOLOS, BULACAN.



PRIMARY SCHOOL, SANTA ISABEL, BULACAN. (CONSTRUCTED FROM GABALDON FUNDS.)



PRIMARY SCHOOL, PULILAN, QUIÑGUA, BULACAN. (CONSTRUCTED FROM GABALDON FUNDS.)

Item is so great that it may well claim the undivided attention of a large and competent clerical force; a considerable portion of the force of the General Office is now actually so engaged.

Under a reorganization circular of December 4, 1909, the administrative responsibility of the General Office was divided among the Director and Assistant Directors as follows: The Director of Education gives his personal attention to the finances of the Bureau; appointments, promotions, and discipline; courses of instruction; and selection of text-books. The Assistant Director is charged with the supervision of office administration both in the General Office and in the field; the districting of school divisions; assignments and transfers of teachers; review of expense accounts; and the selection of sites and construction of school buildings. The Second Assistant Director is responsible for the selection of general school supplies other than books; the distribution to the field of all school property; and is the representative of the Director in the organization, promotion, and supervision of industrial instruction. All official communications coming to the General Office from teachers or division superintendents are addressed to the Director of Education, but the Assistant Directors are authorized to handle over their own signatures correspondence to supervising officials and employees of the Bureau on subjects pertaining to their respective departments. The detail of the office work, under the general direction of the chief clerk, falls into four divisions, namely, the division of miscellaneous accounts, the division of property supply and audit, the buildings division, and the division of records and statistics. Some idea of the bulk of the correspondence may be derived from the statement that during the past year there were recorded and filed in the General Office approximately 89,500 separate signed communications; during the preceding year 66,949 were recorded.

LEGISLATION.

During the year just passed, the Philippine Legislature enacted the following laws relating to public instruction:

Act No. 1960, by the Commission, appropriating ₱110,000 for the support of schools in the non-Christian provinces for the fiscal year 1910.

Act No. 1961, by the Commission, appropriating ₱39,000 for buildings in the non-Christian provinces.

Act No. 1973, by the Legislature, appropriating ₱150,000 to increase the general appropriation for the Bureau of Education for the fiscal year 1910.

Act No. 1974, by the Legislature, amending Act No. 1801 so as to facilitate the securing of title to Government lands for purposes of school construction.

Act No. 1983, by the Legislature, appropriating ₱30,000 for student scholarships in the Philippine Normal School and the Philippine School of Arts and Trades.

Act No. 1984, by the Legislature, appropriating ₱50,000 for teacher scholarships in Insular schools.

Act No. 1988, by the Legislature, appropriating ₱100,000 to aid municipal governments in the construction of central school buildings.

Act No. 1989, by the Legislature, appropriating ₱3,610,000 for the general expenditures of the Bureau of Education for the fiscal year 1911, and providing for the transfer of certain teachers to the accrued-leave status.

Act No. 1992, by the Commission, appropriating ₱215,000 for the support of schools in the non-Christian provinces for the fiscal year 1911.

Act No. 1994, by the Legislature, appropriating ₱30,000 for the construction of school buildings in the non-Christian provinces, and ₱25,000 for buildings and other improvements in the Baguio Teachers' Camp.

Beyond the appropriation of certain funds for specific ends, these Acts embody no significant legislation, with the exception of Act No. 1989, which provides that with the consent of the Secretary of Public Instruction the Director of Education may place certain selected teachers upon an accrued-leave basis. The advisability of this move has been long discussed by the Directors and superintendents. Under the present legislation it is possible to organize special lines of instruction and the work of certain schools, particularly industrial institutions, upon a more stable basis than heretofore. Superintendents of school farms, trade school principals and teachers, matrons of large dormitories, and a limited number of supervising teachers having jurisdiction over large areas will be transferred to the accrued-leave status as consideration of the particular needs of each case may seem to demand such action. A teacher is ordinarily entitled to twelve weeks, or eighty-four days' vacation a year. On accrued leave status, he will get twenty-eight days' vacation leave a year, with thirty days' accrued leave, and must be engaged at least seven hours a day on his regular duties.

COURSES OF INSTRUCTION.

During the last school year, the Bureau has been operating under the same primary and secondary courses of study as have been in force for three years past. In July, 1909, however, the Director of Education issued a memorandum circular revising the intermediate courses. This statement is of the greatest significance as indicating the practical trend of the teaching in Philippine schools; in fact it is the normal, though somewhat striking, application to higher grade schools of the principle

of instruction which was earlier introduced in the primary grades, namely, the teaching of the child to know and do such things as will later be of practical value to him.

A slight revision of the primary and intermediate courses has recently been effected; in their briefest outline these courses as now prescribed stand as follows:

THE PRIMARY COURSE.

Grade I.—Reading, language, numbers, and writing, twenty minutes each, daily. Industrial work, thirty minutes daily; one of the following subjects: (a) hand weaving of native fibers, (b) gardening. Recreation exercises, sixty minutes daily: (a) busy work, (b) singing, (c) calisthenics.

Grade II.—Reading, language, and arithmetic, twenty minutes each, daily, and writing and drawing, twenty minutes, three and two times a week, respectively. Spelling, ten minutes daily. Industrial work, thirty minutes daily; one of the following courses: (a) hand weaving, (b) gardening, (c) woodworking, (d) clay modeling, (e) lace making. Recreation exercises, sixty minutes daily: (a) busy work, (b) singing, (c) calisthenics.

Grade III.—Reading and language, twenty minutes each, daily. Arithmetic and geography, thirty minutes each, daily. Writing and drawing, twenty minutes, three and two times a week, respectively. Spelling, ten minutes daily. Music and calisthenics, twenty minutes daily. Industrial work, forty-five minutes daily; not more than two of the following courses: (a) hand weaving, (b) basketry, (c) gardening, (d) woodworking, (e) bamboo and rattan work, (f) loom weaving, (g) pottery, (h) sewing: making doll clothes, hemming towels, napkins, pillow-cases, sheets, and mending clothes, (i) lace making and embroidery.

Grade IV.—Reading, language, and music and calisthenics, twenty minutes each, daily. Arithmetic and geography, thirty minutes each, daily. Writing and drawing, twenty minutes, three and two times a week, respectively. Spelling, ten minutes daily. Hygiene and sanitation, and government, twenty minutes each, three and two times a week, respectively. Industrial work, a minimum of sixty minutes daily; not more than two of the following courses: (a) hand weaving, (b) basketry, (c) gardening, (d) woodworking, (e) poultry raising, (f) bamboo and rattan work, (g) loom weaving, (h) pottery, (i) domestic science, (j) lace making and embroidery.

NOTE.—Instruction in manners and right conduct is prescribed for all grades of the primary and intermediate courses.

THE INTERMEDIATE COURSES.

THE GENERAL COURSE.—(Time required, six hours daily, which allows for eight periods of forty minutes each, ten minutes for opening exercises, and two rest periods of fifteen minutes each or one rest period of thirty minutes. This division of time allows for only one study period a day. However, in some of the subjects a period of forty minutes is sufficiently long to permit of part of the time being spent in preparing, and the remainder in reciting, the lesson. Wherever double periods are prescribed, the work must be continuous through a period of eighty minutes. Two single periods coming in different parts of the day may not be substituted for a double period.)

Grade V.—Grammar and composition, reading and spelling, arithmetic, geography, plant life, one period each, daily. Music, three half periods a week. Drawing, two double periods a week. Industrial work, three double periods a week—for boys, advanced instruction in hand weaving, basketry, bamboo and rattan work, or shop work; for girls, domestic science, lace making and embroidery, or hand weaving.

Grade VI.—Grammar and composition, reading and spelling, arithmetic, geography, animal life and agriculture, one period each, daily. Music, three half periods a week. Drawing, two double periods a week. Industrial work, three double periods a week—for boys, gardening or shop work; for girls, domestic science; or by special permission of the Director of Education, either lace making and embroidery or advanced instruction in hand weaving.

Grade VII.—Grammar and composition, reading and spelling, arithmetic, history and government, physiology and hygiene, one period each, daily. Music, three half periods a week. Drawing, two double periods a week. Industrial work, three double periods a week—for boys, woodworking; for girls, lace making and embroidery, drawn work, or domestic science.

THE COURSE FOR TEACHING.—(Time required, same as for the general course. This course, for training of teachers, gives the student one year's work in those native arts which form the basis of the industrial work in the primary schools, and one year's work in agriculture and gardening, which are likewise required primary school subjects and which he must be prepared to teach. Finally, it gives a year during which each student should teach at least one class daily under a critic teacher, and by conference, lectures, and discussions, become familiar with the plan and organization of Philippine education. This course of study pursued by a sufficiently mature student will, it is believed, produce a competent primary school teacher. To give this course necessitates a specially organized primary school in conjunction with the intermediate school.)

Grade V.—Same subjects and divisions of time as prescribed for the general course, except drawing, which is mostly free-hand and decorative.

Grade VI.—Grammar and composition, reading and spelling, arithmetic, geography, music, same as for the general course. Drawing, free-hand and decorative. Industrial work—for boys, agriculture and gardening; for girls, domestic science.

Grade VII.—Academic subjects same as prescribed for the general course. School management and methods of teaching, three periods a week. Practice teaching, one period daily.

THE COURSE IN FARMING.—(Time required, six hours daily, to be divided into eight periods of forty-five minutes each. This is, with a few variations, the course of study originally prescribed for the various school farms which are being conducted by the Bureau of Education. The academic studies of this course should be correlated in every way possible with the idea of farm work and farm life.)

Grade V.—The academic subjects, with the exception of music and drawing, are as prescribed for the general course. Farm work, three periods daily, including market gardening, plant nurseries, seed selection, poultry-raising, fencing.

Grade VI.—Grammar and composition, reading and spelling, arithmetic, and agriculture, same as for the general course. Mechanical sketching, one double period a week. Carpentry, two double periods a week. Farm work, three periods daily, field work on staple crops, fertilization, drainage, and irrigation.

Grade VII.—Grammar and composition, reading and spelling, and arithmetic, same as for the general course, excepting that each week one of the double periods assigned to arithmetic is devoted to such exercises as deal with farm accounts of all kinds. Blacksmithing, two double periods a week. Farm work, four periods

daily, continuation of work outlined for preceding grades, with special attention to care, use, and breeding of farm animals.

THE TRADE COURSE.—(Time required, six hours daily, divided into eight forty-five minute periods, almost half of which are devoted to work in the shops. Experience has shown that a less amount of shop work than this does not bring the requisite proficiency. Until specially adapted texts are available, the academic work of this course will be done with the same texts as those used in the general course.)

Grade V.—Grammar and composition, reading and spelling, and arithmetic, as prescribed for the general course. Mechanical drawing, double period daily. Shop work, three consecutive periods daily.

Grade VI.—Grammar and composition, reading and spelling, and arithmetic, same as for the general course. Mechanical drawing, three double periods a week. Shop work, four consecutive periods daily.

Grade VII.—Grammar and composition, reading and spelling, and arithmetic, same as prescribed for the general course. Estimating, double period once a week. Drawing, double period twice a week. Shop work, four consecutive periods daily.

THE COURSE IN HOUSEKEEPING AND HOUSEHOLD ARTS.—(Time required, six hours daily, divided into eight forty-five minute periods. This course may be offered to girls in the same school as the trade course for boys. It may also be given elsewhere where buildings and equipment permit. The special subjects prescribed for this course are covered in an elementary way in the general course and to some small extent in the course for teaching. In this course they are treated in much greater detail. Reference should be had to the Bureau of Education Bulletin on Housekeeping and Household Arts, as well as to various works in the division libraries dealing with these subjects.)

Grade V.—Grammar and composition, reading and spelling, and arithmetic, same as for the general course. Free-hand and decorative drawing, needlework, and weaving, two double periods a week. Cooking and housekeeping, three double periods a week. Hygiene and home sanitation, one period daily. Ethics, one double period a week.

Grade VI.—Continuation of the same subjects as those prescribed for Grade V, with the same allotments of time.

Grade VII.—Grammar and composition, reading and spelling, arithmetic, same as for general course. Free-hand and decorative drawing, weaving, and cooking and housekeeping, two double periods a week. Needlework, three double periods a week. Physiology, hygiene, and nursing, one period daily. Ethics, one double period a week.

THE COURSE FOR BUSINESS.—(Time required, six hours daily, divided into eight periods of forty-five minutes each. The increasing business activity of these Islands occasions an incessant demand upon the schools for young men and women who can speak and write English, keep accounts and use a typewriter. The following course is outlined to meet that demand.)

Grade V.—Grammar and composition, reading, arithmetic, geography, same as prescribed for the general course. Hand writing and lettering, one period daily. Spelling and dictation, one period daily. Typewriting, one period daily.

Grade VI.—Grammar and composition, reading, arithmetic, and geography, same as for the general course. Bookkeeping, one period daily. Spelling and dictation, one period daily. Typewriting, one period daily.

Grade VII.—Reading, arithmetic, geography, history and government, same as prescribed for the general course. Business correspondence, one period daily. Bookkeeping, one period daily. Typewriting, one period daily.

SECONDARY COURSE.

As indicated above, this course is pursued throughout the four years in the various high schools of the Islands upon the same basis as formerly. At the present time it is undergoing revision, particularly with respect to the four years of English, second and third year science, and fourth year economics and colonial government. Prior to the beginning of a new school year this course will be issued, modified in such manner as to bring it much nearer to the life needs of the young men and women devoting their time to it. At present the course stands as follows:

First year.—English language and literature, general history, algebra, botany, and Latin or Spanish.

Second year.—English language and literature, medieval and modern history, algebra, plane geometry, zoölogy, agriculture, and Latin or Spanish.

Third year.—English literature, composition and rhetoric, United States history, plane geometry (with solid geometry optional), geography, geology, and Latin or Spanish.

Fourth year.—English literature, composition and rhetoric, colonial government and administration, elements of economics, and physics (with trigonometry optional).

This general course is modified in its outline in certain special schools to conform to the aims of those institutions. The course of the Philippine Normal School, while similar in standard to the general high school course, gives preparation for the life work of teaching. The course in business of the Philippine School of Commerce prepares for office and commercial work. The secondary instruction offered in the Philippine School of Arts and Trades is coördinated with the shop work of that institution.

TEXT-BOOKS AND BULLETINS.

In the early days of the educational work in the Philippines, the only English text-books available for school use were such as are ordinarily employed in public schools in the United States. They were admirable books for use in the field for which they were designed, but wretchedly ill adapted for the instruction of the boys and girls of these Islands. The seriousness of this problem will not be appreciated by one who has not made an examination of these texts for the purpose of noting the amount and character of material included within their covers which is foreign to the thought and activities of Filipino children. The primers and readers have much to say of the changes of seasons of a temperate country, and of fruits and flowers and birds which have never been seen or heard of here; of a home life and social customs which are beyond the experience and comprehension of children of the Tropics. The arithmetics deal with weights and measures unknown in the Orient; their problems are based on the buying and selling of products in which these pupils have no interest. The geographies are

descriptive of North America and the States of the Union; they ignore the home of the Filipino and give scant treatment to the Orient in general. The histories deal with America and Europe, making no mention of the Philippine Islands, and little of China, Japan, and Malaysia. The texts on nature study and plant and animal life tell the child of a vegetation and a fauna which are as strange to the Filipino as German script is to a boy or girl in an American primary school.

The Bureau was under the necessity of developing as promptly as possible a complete series of primary text-books, and this it proceeded to do, chiefly through the agency of competing book companies. A large number of books were prepared and submitted for adoption. These were purchased in varying quantities. Some of them were hasty revisions of American texts, others were built up by careful study of the exact conditions obtaining in the Philippines. Only one or two companies made a real business of determining the needs of the Bureau and preparing books which might be of permanent value here. However, in course of years, by process of selection of the best books presented, the Bureau has finally secured a consistent system of primary texts, well printed, well illustrated, strongly bound, attractive in general appearance, and admirably adapted to the experience and needs of the Filipino children. Several very excellent intermediate books have also been prepared. These special Philippine texts include a reading chart, chart primer, first, second and third readers, a series of arithmetics in four volumes, two primary language books, a manual for Filipino teachers, a spelling book, a geography primer and advanced geographies, an elementary grammar and composition and an advanced book in the same series, a text on plant life and one on agriculture, a history of the Philippines and a study of Philippine government, a primer of sanitation, a physiology, and several supplementary reading books.

During the past year, the need for other texts and manuals in certain special lines of work has been evident. Pursuant to this demand, several bulletins have been issued, or are in process of preparation or final review, their titles being School and Home Gardening, Free-hand and Mechanical Drawing for Intermediate and Trade Schools, Embroidery and Lace Making, A Manual of Domestic Science and Household Arts, A System of Accounting for Trade Schools and Industrial Classes, Constructive Lessons in English for Intermediate Grades, The Bureau of Education Service Manual, Standard Schoolhouse Plans, and Civico-Educational Lectures. Most of these bulletins have been the subject of repeated review and extended consultation by committees of superintendents and teachers best qualified for their preparation.

INDUSTRIAL INSTRUCTION.

THE PROBLEM.

The most important piece of work to which the Bureau of Education has addressed itself during the past year has been the organization, promotion, and proper supervision of industrial instruction. There has long been prevalent in the Philippines an impression among influential men, and particularly among Americans, that the schools were not sufficiently practical in purpose; that the school system was not organized upon such a basis as to promote the material welfare of the country. The expression of this feeling resolved itself into a general criticism of the work of the Bureau, but offered no practical suggestion as to how conditions could be bettered. Men not closely in touch with the problems of school organization may be, and doubtless frequently are, in a position to observe the ill effects of an inadequate system, but they seldom appear to be able to give more than vague and indefinite advice as to what should really be done and how to do it. It devolves upon the school administration, and properly so, to work out that problem for itself.

Here in the Philippines, while various lines of industrial work have been introduced into the schools in the past, the present administration, with the effectual assistance of a large portion of the field personnel of the Bureau, has been devoting itself to the formulating and putting into operation of a program of industrial instruction which shall be at once logical in its sequence from grade to grade and in close harmony with the industrial needs of the country.

There is much talk nowadays in the United States about industrial education; state legislatures go through the form of enacting laws establishing such instruction in their various commonwealths; municipal governments make ample appropriations for manual training schools; it is the commonly accepted idea that the schools should prepare the boy and girl in a practical way for the industrial and commercial life which they are later to enter, and most people seem to have the impression that great advance has recently been made in this line. "Industrial education" has become a popular catchword; theoretically, everyone believes in what that expression is supposed to represent. Legislatures, school boards, and superintendents are advocating industrial teaching, and doubtless believe that they are actually doing something in the way of promoting it.

As a matter of fact, an examination of educational statistics indicates that comparatively little has as yet been done. The current impression that a system of industrial instruction has been established in the United States is erroneous. The number of pupils who are getting any hand

training which will be of value to them in after life is as nothing compared to the total enrollment in American schools. Superintendents and teachers who have really worked out in their own minds a system of instruction which fits present-day conditions are few indeed. What has been done by school authorities has been perhaps with a view to the satisfying of popular clamor, avoiding of criticism, and appearing to be up-to-date in educational methods, rather than to the inaugurating of any systematic plan or policy for the permanent adaptation of the teaching of the school to the life conditions of the community. Some of the smaller children have been taught to make fancy baskets of raitan imported from the Indies and raffia from Madagascar; a small percentage of the boys of advanced grade in large cities have been enrolled in "manual training schools," and there taught to make a limited variety of simple articles for house use and decoration; a few of the girls have been taught to sew, and have been gathered into model kitchens, where they have learned something of cooking, by the use of equipment which only too frequently is far beyond the means of the average home.

There are established in the States many very excellent higher technical schools—colleges of engineering and agriculture; but these, by reason of their advanced grade, are open to no larger percentage of the boys than are the academic colleges and universities. In the entire public school system of America there is practically no technical instruction whatever designed to fit a boy to become a more skillful artisan or craftsman or farmer than he could be without such training.

Some of the countries of Europe, notably Germany, have gone far beyond the United States in developing adequate systems of industrial teaching; but even those countries realize that their work in this line is still far from meeting the actual requirements, and they are deeply and actively concerned in intelligent and progressive revision of their present systems.

The purpose of the foregoing is merely to emphasize the point that the establishment of industrial instruction in the Philippine Islands or anywhere else, is not a simple operation. Never before in history was a practical educational system built up among a tropical people. The process must be one of evolution through constant experiment and adjustment. No ultimate results can be accomplished in a moment or in a year, nor can the adequacy or inadequacy of a policy or a system be determined offhand.

WHAT HAS BEEN ACCOMPLISHED.

For several years past, various lines of industrial work have been officially prescribed for primary and intermediate classes in the Philippine Islands, and much has been done in all school divisions pursuant

to these requirements. A statement issued in December, 1909, is here quoted, as indicating what had been done by the Bureau of Education in the way of industrial instruction up to that time:

The Philippine School of Arts and Trades in Manila and thirty-five provincial trade schools and manual training schools have been equipped with adequate sets of woodworking tools, twenty-three of them have been supplied with machinery outfits and several have been provided with ironworking equipment. Thousands of pupils have been receiving regular instruction in these shops. In most cases important results have been accomplished, and in two or three striking instances these institutions have developed into well-organized business enterprises. Tool work in wood is gradually being introduced into fourth grade classes of the primary schools, with the purpose of ultimately extending this instruction to all such classes in the Islands.

School gardening is prescribed for every primary school. In most divisions a serious attempt has been made for a couple of years past to meet this requirement of the course of study. In some provinces the daily food supply of the people has been materially increased and improved through this agency. Agricultural work on a larger scale has been undertaken in a few cases, but as yet with slight success.

Every girl receives instruction for from two to five years in plain sewing and cooking. In certain divisions, notably the city of Manila, embroidery and lace making have been undertaken in the primary schools with marked success. The means of earning a good livelihood are so put into the hands of many girls. The schools of Manila have done a valuable piece of work in establishing school kitchens and lunch counters where wholesome and nutritious foods are daily prepared for sale to the students, all service in this connection being rendered by the pupils themselves.

Instruction in the making of hats from bamboo, buri, and sabutan is provided in several hundred schools. Steps have recently been taken to give general distribution to the last-named fiber, which is probably the most valuable in the development of this Philippine industry. Most primary schools have given much attention to the weaving of baskets, mats, fans, and household ornaments and conveniences.

Instruction in loom weaving is offered in many schools, notably in the mountain districts, in the Ilocano country, and in the Philippine Normal School. The Trade School has turned out about 70 weaving looms of improved model and these have been distributed to the capitals throughout the Islands for duplication in the provincial school shops.

Pottery work has been undertaken in a simple way in various localities and now, with a view to larger and more valuable results, a kiln has been constructed at Santa Cruz, Laguna, where pottery making will be undertaken in connection with the Trade School. Other similar plans are projected.

It was then recognized that all the efforts of the Bureau in industrial lines had to that date been experimental, and its policies tentative. Each province has had to work out its own plans independent of assistance or supervision from headquarters. A more effective organization was considered essential and a department was established in the General Office under the supervision of the Second Assistant Director

of Education for the purpose of organizing, promoting, and supervising industrial training in all Philippine schools. The following statement was at that time issued, advising the field as to the means that would be employed to promote the ends of this department:

(1) Detailed information on what is now being done in the schools throughout the Islands will be gathered in the General Office from all divisions. Notably successful industrial work of whatsoever character will be described in reports and illustrated pamphlets, printed and distributed for the information and inspiration of the entire field.

(2) The General Office will accumulate and promulgate data as to the sources, cost and uses of materials serviceable in industrial classes, and will also furnish information as to the marketability of school products.

(3) A corps of industrial supervisors and inspectors will visit the schools of all provinces for the purpose of instructing, advising, and assisting teachers. These supervisors will be recruited from among superintendents and teachers who have applied themselves most successfully to the problems of industrial instruction.

(4) A consistent and determined effort will be made to develop efficient industrial teachers. Something has been done already in this line in the Trade School and Normal School in Manila, and in the provinces of Pangasinan, Iloilo, Tarlac, Pampanga, and Nueva Ecija. Hereafter, the Insular schools will be dedicated more exclusively to the training of special teachers, and furthermore, each school division will be expected to develop by its own effort a corps of teachers for industrial work.

(5) Teachers and supervisors attaining marked proficiency in industrial lines will be considered eligible for special recognition in points of favorable assignment and compensation.

It is not desired that anyone shall infer from the above that the school system as heretofore constituted is being revolutionized. While instruction along purely academic lines is now considered as being of relatively less importance than formerly, still the work of giving the people a primary education in the English language will continue to be the chief function of this Bureau. The academic course of study is not undergoing any radical modification; on the contrary its requirements, with appropriate revision from time to time, will be insisted upon. The results of experiment conducted in the various lines of industrial instruction will determine in a large degree the direction to be taken by future endeavor in the general scheme of education, but any consequent alteration in the requirements will be considered as an amplification of the course of study rather than an indication of a change of policy. The undersigned is convinced that the Bureau of Education is in a position to do a most notable piece of work in the promotion of industrial instruction throughout this school system. The Filipino people generally are perhaps more interested in and more hopeful of beneficial results from this phase of our work than from any other. The time seems to be ripe for large returns.

THE PRESENT SITUATION IN THE PHILIPPINES.

The school enrollment in primary and intermediate grades for the month of February, 1910, was 445,826, of whom 381,878 were engaged in some form of industrial work. Of this number, 214,054 were receiving instruction in hand weaving; 3,741 in loom weaving; 69,311 in gardening and other agricultural work; 12,461 in woodworking; 270 in iron working; 46,570 in bamboo working; 613 in pottery; 16,460 in domestic science and household arts; 40,840 in miscellaneous industries, and 128,119 first and second grade pupils were occupied in various kinds of busy work which bear a direct relation and lead normally to the practical hand work of higher classes. A large proportion of the pupils were of course engaged in more than one of these lines. In this connection see Statistical Tables Nos. 21 to 28 in the appendix of this report. Also note the present courses of study as outlined on pages 18-22.

From the above it will be observed that considerable progress has been made in the introduction of industrial instruction. The present effort is in the direction of putting method and purpose into this teaching. So far as possible, the hand work of every school is being commercialized; instruction in the minor industries will have in view the training of the pupil to make always a serviceable and salable article. The aim is to operate every trade school and every school farm on a business basis. Hand work doubtless has considerable educative value in itself as a class exercise; but the present policy of the Bureau of Education in this connection is not so much to secure mere pedagogical results as it is to make the relation between this instruction and everyday industrial life as immediate and evident as possible.

GENERAL DIVISIONS.

Industrial work of the schools as at present organized falls into four general divisions; namely, minor industries, gardening and field agriculture, trade and manual training work, and housekeeping and household arts. Some of these lines are followed through the several years of the elementary course. By reason of the expensiveness of equipment necessary in certain branches of the work and the lack of a sufficient force of trained teachers, the standard of instruction has not been fully attained or the desired results accomplished. However, in view of all conditions, the recent advance has been very satisfactory.

Minor industries.—The opportunity for doing an interesting and original piece of work is perhaps greater in the development of local native industries than in any other line. Hand weaving can be undertaken by the pupils at a very early age; even those enrolled in first grades may learn to make articles of real value. The possibilities of Philippine fibers are quite unknown. Unlimited quantities of various straws, grasses,

and sedges, and different varieties of rattan and bamboo are available almost everywhere; abacá, maguey, cotton, piña, kapok, coir, cabo-negro, pasao, buri, balangot, and ticog can be obtained by little labor and frequently with no expenditure of money. Articles of simple workmanship may be produced from these common materials with wide opportunity for the exercise of taste in selection. Baskets of bamboo and buri can be made even by the youngest pupils. Through the normal progress from simple to more difficult weaves and patterns pupils proceed to the manufacture of hats, mats, slippers, book covers, book satchels, baskets, hand bags, trays, hammocks, picture frames, curtains, cushions, and other useful and salable products. It is believed that in time this plan will result in the development of a large body of skilled workers who will be able not only to improve the facilities and attractiveness of the home, but also to promote local industries which will enter into the world's trade.

As an illustration of the possibilities of this situation, attention is invited to the hat-making industry as it now exists in the Philippines. Four valuable varieties of hats are manufactured—the Buntal, the Sabutan, the Baliuag, and the Calasiao—all of which require the exercise of great patience and skill in their making. They are made from fibers which are common throughout the Islands, but each variety of hat is produced in only a single community or within a restricted area. From the statistics at present available, it seems that the Buntal hat comes only from Lucban and one or two other towns of Tayabas; that the Sabutan hat is produced only in certain towns of Rizal and Laguna; that the Baliuag hat is made almost solely within the limits of Bulacan; and that the Calasiao hat comes only from the town bearing that name in Pangasinan and from Pototan, Iloilo. All of these hats, if made in acceptable styles, would find an enormous market in the United States. A single Manila dealer has recently received orders for a million Philippine hats. He is absolutely unable to fill these orders in any measure, simply because the product is inadequate in quantity. In 1909, 621,375 hats were exported from the Islands; but only 189,190 of these went to the United States, and nearly all of them were of most inferior grades. The public schools are giving constant attention to this matter of hat weaving, and there is no question that within a comparatively brief period the number of persons skilled in this art may be so increased as to materially affect the trade of the country.

Gardening and field agriculture.—Gardening is prescribed for every primary school. In nearly all divisions a serious effort has been made to meet this requirement and an increase in the number of school gardens has resulted, 1,684 being reported for the year—an average of about 50 for each province. Among the varied products are corn, gabi, colis, onions, tomatoes, radishes, eggplants, beans, peppers, sweet potatoes, lettuce, cabbage, garlic, squashes, and pechay. While both native and imported seeds have been used, it is the policy to employ the former.

more generally than the latter. Of such foreign varieties as have been tried here, the best success has been had with seeds imported from Australia, where greater attention is given to packing than in American houses. In many communities the product of the school and home gardens has become a considerable factor in the daily ration of the people. Vegetables are now commonly grown in larger quantities and greater varieties than formerly, a fact which indicates that this particular phase of industrial work has been productive of good results.

As stated elsewhere in this report, a bulletin on school and home gardening has been issued by the Bureau and is now available for use throughout the field. It is believed that this publication is sufficiently general in its terms to inspire interest in the subject and is moreover so definite in detail as to be of direct assistance to teachers and supervisors in introducing garden work even where it has never before been successfully undertaken. The experience of the Bureau with school farms has not been extensive, nor have the results secured been altogether satisfactory. Twelve sites in all have been surveyed for such institutions, comprising 1,634 hectares. These are located in the divisions of Albay, Cagayan, Cavite, Ilocos Norte, Ilocos Sur, Iloilo, Leyte, Nueva Ecija, Palawan, Sorsogon, Surigao, and Union. Many of these are admirably situated, fertile, and adapted to the cultivation of the varied products of the Islands. On these sites are 26 temporary buildings used as class rooms, tool sheds, and dormitories. The largest of the tracts above referred to is a farm of 657 hectares at Muñoz, Nueva Ecija. By Executive Order No. 10, of 1907, this land was permanently set aside for the Bureau of Education. Due to the protracted illness of many of the pupils and teachers, the results of the school year in this institution were not what they should have been. The new year, however, begins with about 100 selected students enrolled under an active superintendent and a competent teaching force. Twenty hectares have been plowed and planted, and the prospects are good for a successful season. Although the five buildings now placed on this farm are all temporary, it is intended to erect two or three permanent buildings within the next year.

The task of standardizing school farms is still in the experimental stage; no type has yet been fixed upon as wholly satisfactory. One of the most promising is that which is being developed at Batac, Ilocos Norte. This farm consists of 6½ hectares and is operated in connection with an intermediate school. Last year 80 boys worked on the land an average of about two and one-quarter hours daily. They maintained 52 garden plots and planted and harvested creditable amounts of rice, tobacco, peanuts, and corn. The equipment of this farm is inexpensive.

Steps have been taken toward the introduction of sericulture in several provinces. During the year Filipino teachers from various divisions were sent to the Bureau of Science in Manila for a brief course

of instruction in the several processes of silk production, and mulberry cuttings have been, and are still being, sent by that Bureau and the Bureau of Agriculture to favorable points in various parts of the Islands for planting. At the Batac school farm a substantial building with cement floor has been constructed for use in this connection, and the necessary racks, trays, and other equipment have been provided. Five hundred mulberry trees are growing on the premises. In Cavite, Cagayan, Cebu, Pampanga, and Pangasinan this industry is also receiving attention in the schools.

This Office has been strongly urged by prominent Americans and Filipinos to establish numerous new school farms. The importance of instruction in agriculture is fully recognized and there is no doubt that this will be one of the most valuable lines of activity of the Bureau of Education in future years. It is a fact, however, that we are only just now coming into a knowledge of how to conduct these institutions. Large sums which have been expended in the past on government agricultural projects have resulted in only small returns, because the persons handling the work were not practical in method and purpose. The Bureau of Education recognizes as one of its legitimate functions the teaching of practical agriculture, but this is not an experimental Bureau. It is not our business to undertake to demonstrate, when there is any doubt as to the successful result of the demonstration. As to what to plant in this country and how to plant it, care for it, and harvest it, the Bureau of Education may properly, and does, look to the Bureau of Agriculture for advice and instruction. The Bureau of Agriculture is the agency of the Government which is supposed to understand best all the difficulties of this peculiar situation and to be best able to advise as to how those difficulties may be met in a practical way.

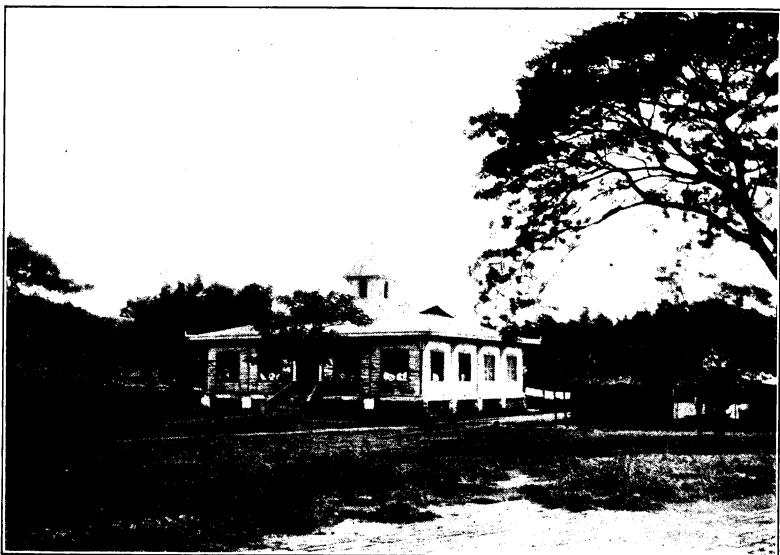
Trade and manual training schools.—During the past year a somewhat close distinction has been drawn between the terms "manual training school" and "trade school." The former is an institution devoting itself primarily, or at least largely, to the training of the hand as supplementary to the training of the mind. It develops a certain manual dexterity for the effect which such training has on the mind and character of the student, rather than for the purpose of enabling him later to earn a livelihood; its aims are cultural rather than practical. The trade school, on the other hand, is established for the sole purpose of developing skilled workmen. The Bureau of Education believes that the trade school is the type of institution needed here rather than the manual training school. As rapidly as possible, the woodworking shops connected with provincial high schools are being reorganized and established as practical institutions upon a business basis. The trade school at Iloilo is typical of what the Bureau is undertaking in this line. It is a self-supporting institution where students earn enough to support themselves while securing their training, by manufacturing

articles of commercial value. House building has recently been added to the course of instruction of that school, and certain advanced pupils are now constructing under contract a bungalow to cost about ₱3,000.

Preliminary and preparatory to the work of both these classes of instruction is tool work in the primary grades. The number of primary schools in which woodworking was offered during the past year was 158, with 6,335 pupils engaged in the work. In Pangasinan 29 primary schools gave a course in woodworking; in Occidental Negros, 21; in Albay, 19; in Laguna and the Mountain Province, 10 each. It is the purpose to ultimately introduce it into all higher primary grades throughout the Islands. In the intermediate grades the boys are required to complete a series of prescribed exercises in woodworking. When a measure of proficiency has been attained, school furniture and equipment for the home are commonly manufactured.

There are now 35 provincial trade and manual training schools equipped with woodworking tools; 25 of these have been supplied with woodworking machinery, a few are provided with blacksmithing outfits, and one with a small set of ironworking machinery. These equipments are sufficiently complete to warrant the placing of the schools upon a commercial footing when the pupils have reached the required standard of proficiency and provincial funds are available for the support of the institution upon the preferred basis. Some 6,126 boys received regular instruction last year in these institutions.

Housekeeping and household arts.—In the primary course instruction in so-called "domestic science" includes elementary sewing and an introduction to the cooking of simple dishes of the country upon native stoves. This instruction was given last year in 527 schools to 12,603 girls. Lace making and embroidery have recently been added to the course of study as optional subjects. These latter industries are believed to be susceptible of very extensive and profitable development in this country. Many of the women and girls throughout the provinces have received some instruction in these lines in the convents. Because of their great natural aptitude for this sort of work, their patience, and delicacy of execution, the Filipino women are considered among the most skillful workers in the world in these arts, their product being classed by experts as even superior to that of the French and the Swiss. These are essentially household arts, however, carried on independently under crude conditions, without system, and frequently following ancient models with no attention to modern demands. The work needs to be systematized; the girls instructed with reference to modern styles, and trained to use suitable materials. Indeed, much has already been accomplished in this direction in the schools of Manila, Albay, and one or two other divisions.



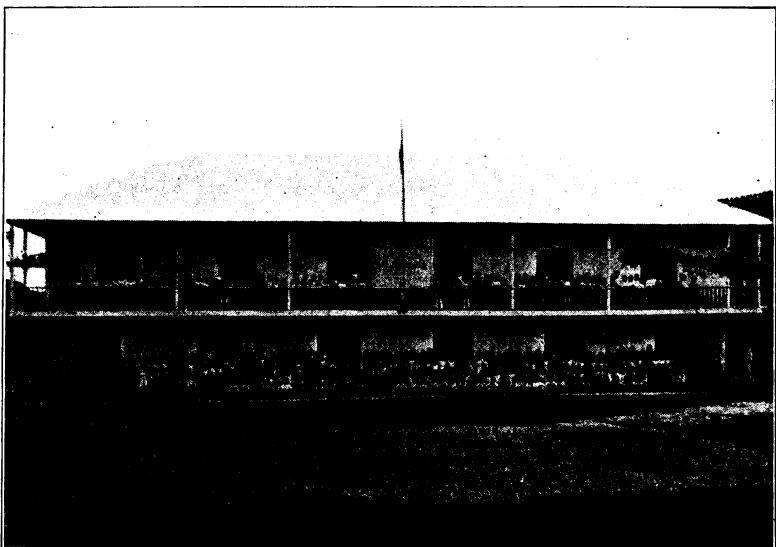
PRIMARY SCHOOL, MALOLOS, BULACAN.



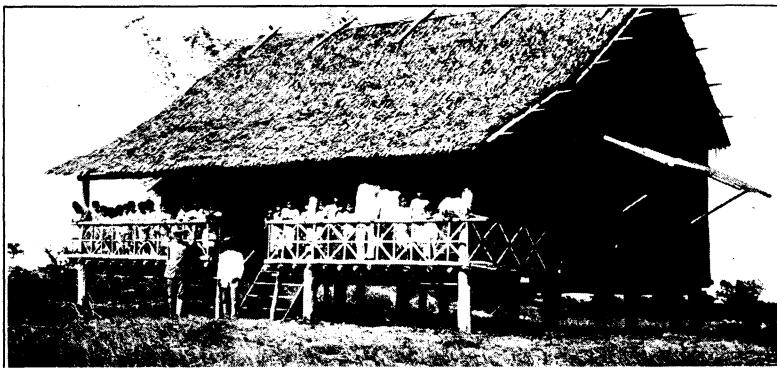
CENTRAL SCHOOL OF SANTA CRUZ, LAGUNA. (RECONSTRUCTED FROM GABALDON FUNDS.)



PRIMARY SCHOOL ERECTED BY IGOROTS AT DAKLAN, BENGUET.



BUILDING OF SPANISH TYPE, OCCUPIED BY THE CENTRAL PRIMARY SCHOOL OF ROMBLON.



SATISFACTORY TYPE OF BARRIO SCHOOL BUILDING ERECTED IN OCCIDENTAL NEGROS AT A COST OF FROM ₱250 TO ₱300.



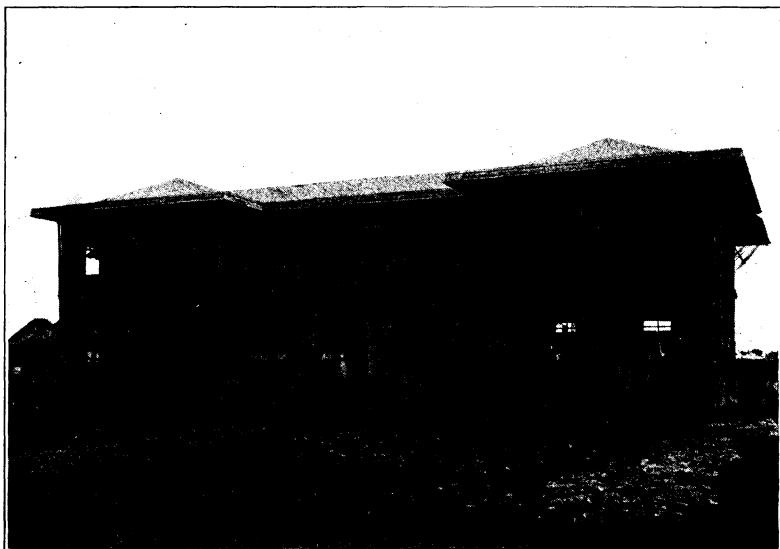
CENTRAL SCHOOL BUILDING, CALUMPIT, BULACAN, ERECTED BY THE MUNICIPAL PRESIDENT AT A COST OF ₱7,084. (SIMILAR BUILDINGS HAVE IN OTHER PARTS COST ₱16,000.)



CENTRAL PRIMARY SCHOOL BUILDING OF LA CARLOTA, OCCIDENTAL NEGROS.



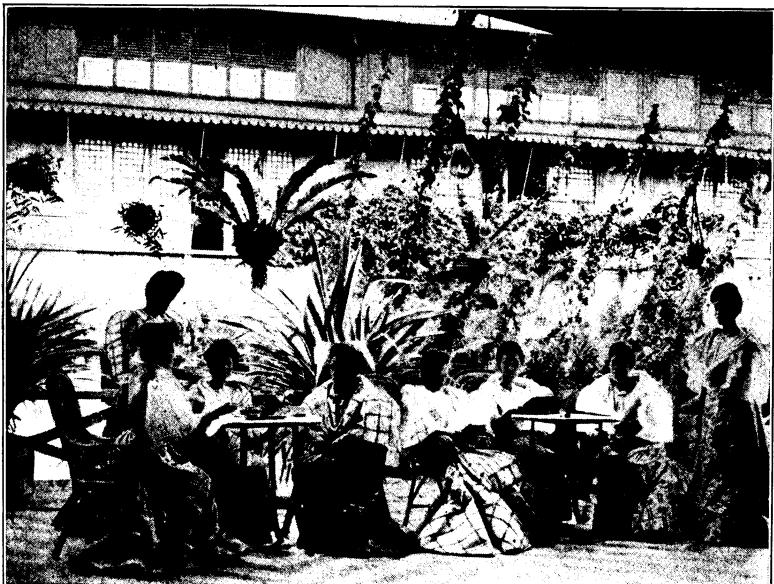
CENTRAL SCHOOL OF DARAGA, ALBAY. (RECONSTRUCTED FROM GABALDON FUNDS.)



GIRLS' DORMITORY, ILOILO PROVINCIAL SCHOOL.



TWO BUILDINGS OCCUPIED BY THE GIRLS' DORMITORY, PHILIPPINE NORMAL SCHOOL.



ON THE VERANDA, PHILIPPINE NORMAL SCHOOL DORMITORY.



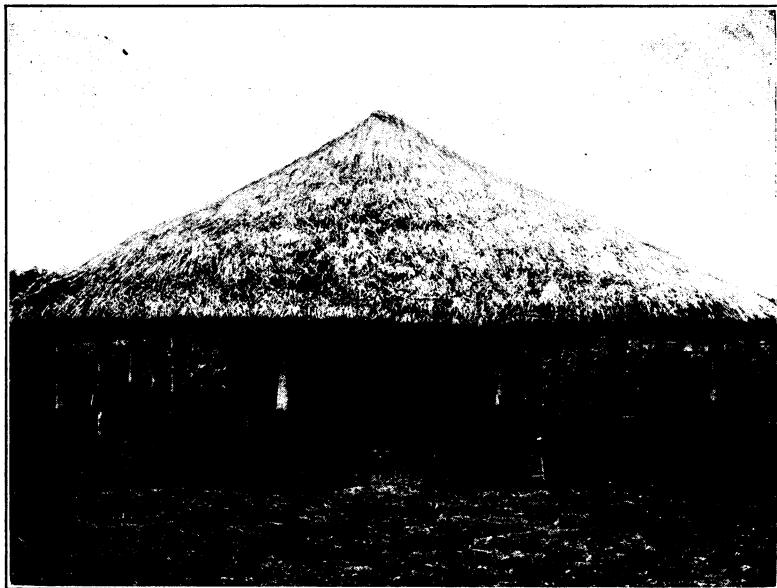
INTERMEDIATE SCHOOL BUILDING, BINALONAN, PANGASINAN.



MUNICIPAL SCHOOL, SAN MIGUEL, BULACAN.



NEW INTERMEDIATE SCHOOL, CAMILING, TARLAC.



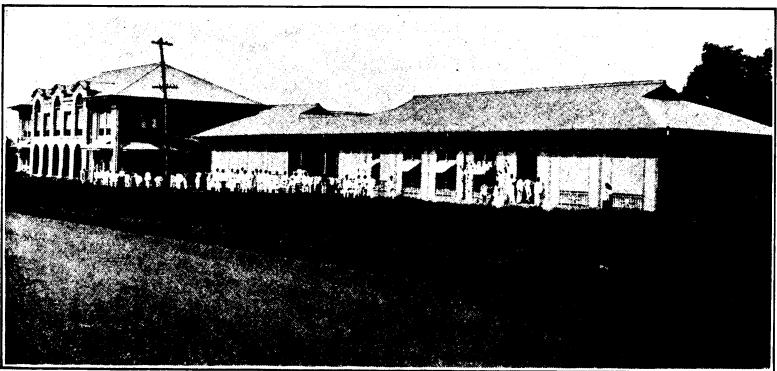
THE SILK HOUSE AT THE BATAC SCHOOL FARM, ILOCOS NORTE.



DOMESTIC SCIENCE HOUSE, PROVINCIAL SCHOOL, DUMAGUETE, ORIENTAL NEGROS.



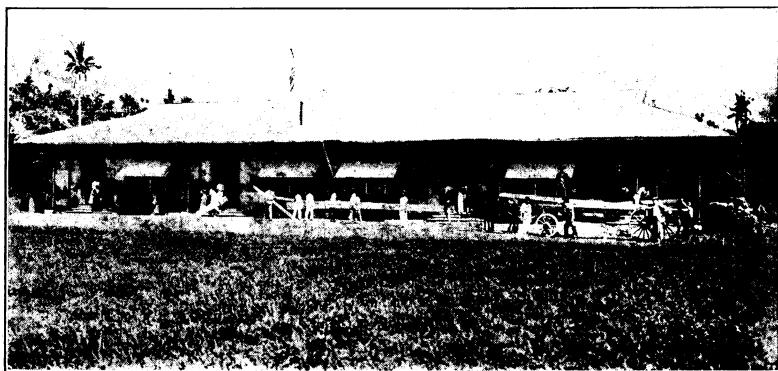
AGRICULTURE BUILDING, BATANGAS PROVINCIAL SCHOOL.



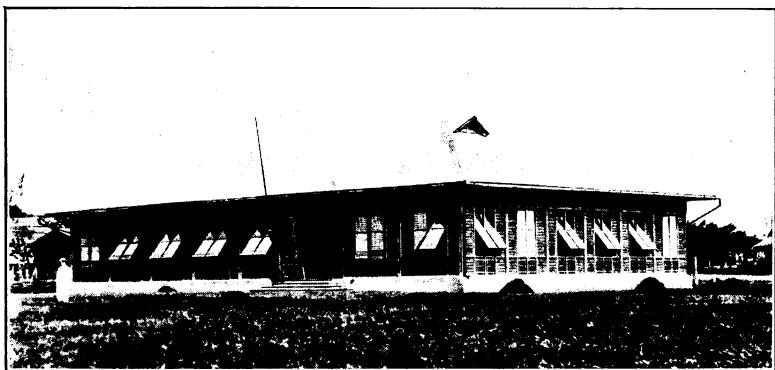
TRADE SCHOOL AND HIGH SCHOOL BUILDINGS, CEBU.



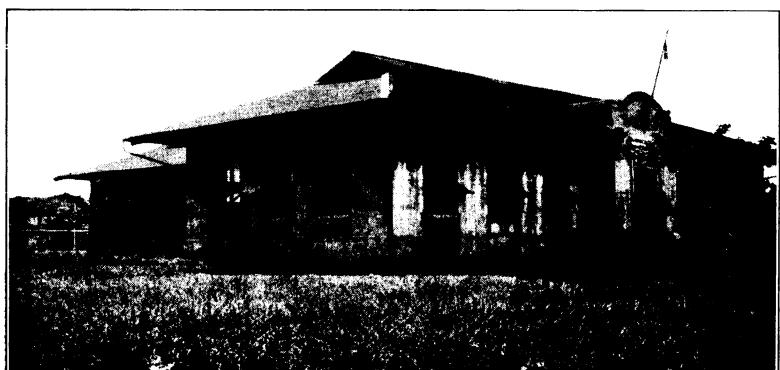
AGRICULTURE BUILDING, PROVINCIAL SCHOOL, OCCIDENTAL NEGROS.



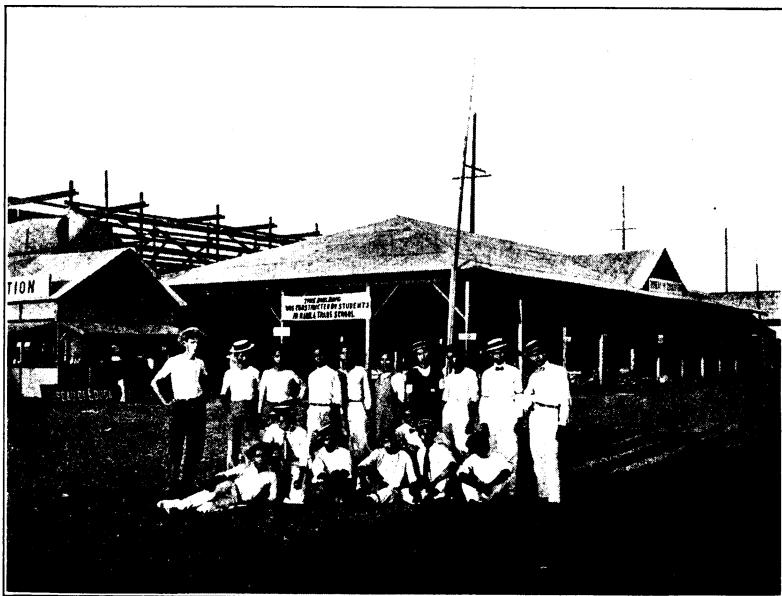
PROVINCIAL MANUAL TRAINING SCHOOL, TACLOBAN, LEYTE.



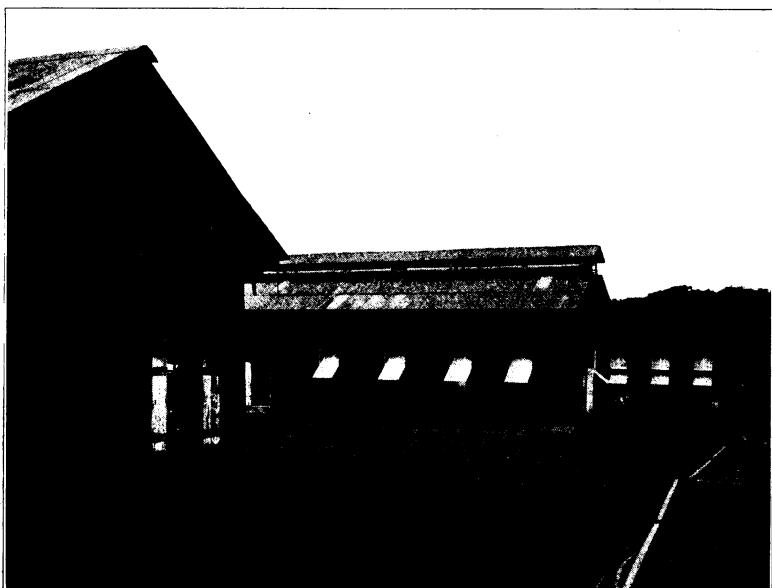
TRADE SCHOOL BUILDING, BATANGAS.



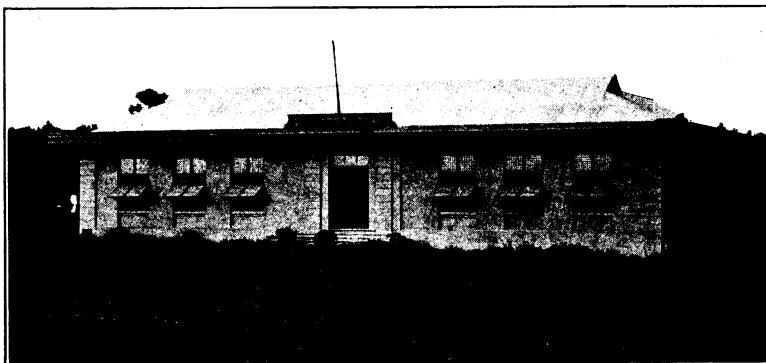
THE NEW BUILDING FOR THE MANUAL TRAINING DEPARTMENT OF THE PROVINCIAL SCHOOL OF BULACAN.



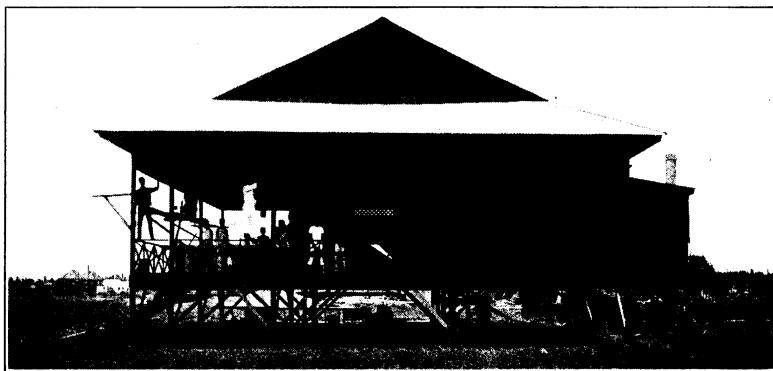
BOYS OF THE PHILIPPINE SCHOOL OF ARTS AND TRADES, AND THE BUILDING
ERECTED BY THEM FOR THE BUREAU OF EDUCATION EXHIBIT AT THE 1910
CARNIVAL.



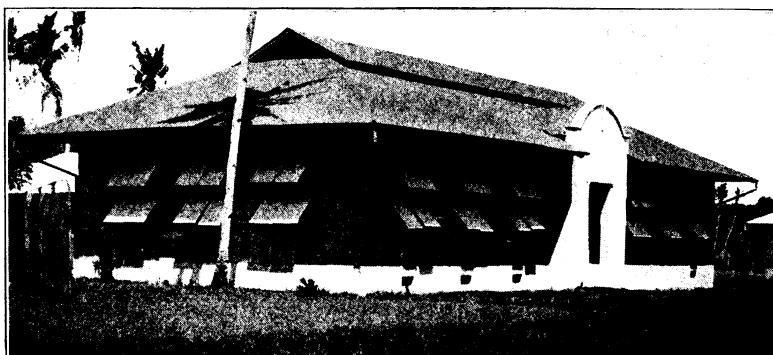
SHOP BUILDINGS, PHILIPPINE SCHOOL OF ARTS AND TRADES.



MANUAL TRAINING SCHOOL AT LUCENA, TAYABAS.



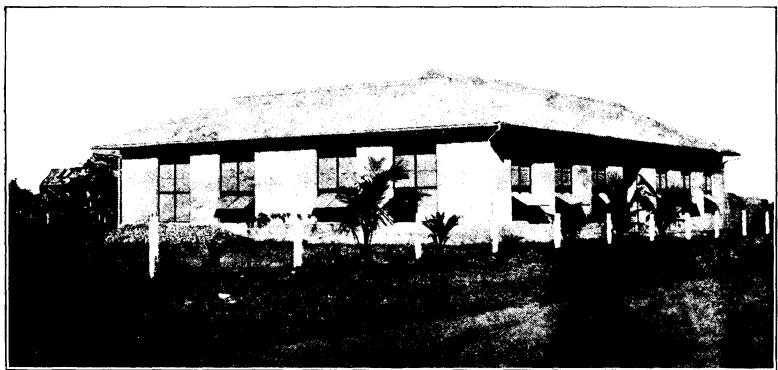
COTTAGE UNDER CONSTRUCTION BY PUPILS OF ILOILO TRADE SCHOOL, 1910.
(COST, ₱3,000.)



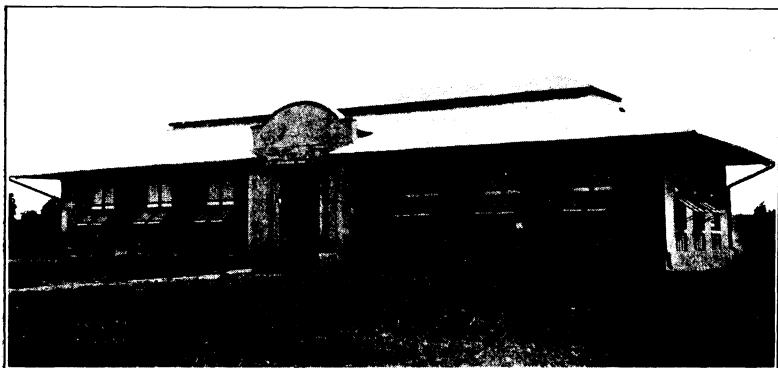
MANUAL TRAINING SCHOOL, BACOLOD, OCCIDENTAL NEGROS.



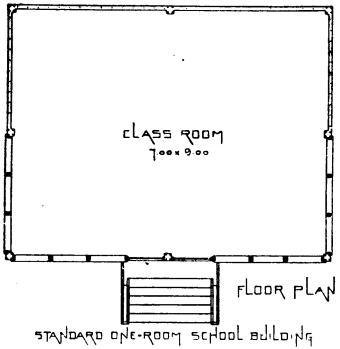
MANUAL TRAINING BUILDING OF TARLAC.



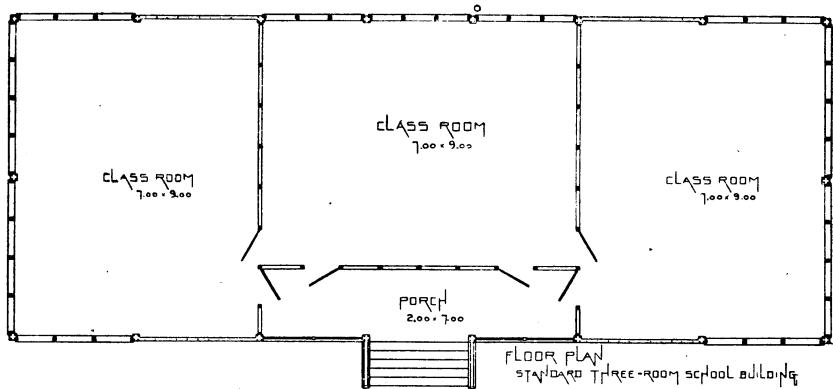
MANUAL TRAINING SCHOOL OF DUMAGUETE, ORIENTAL NEGROS.



MANUAL TRAINING SCHOOL, LAOAG, ILOCOS NORTE.



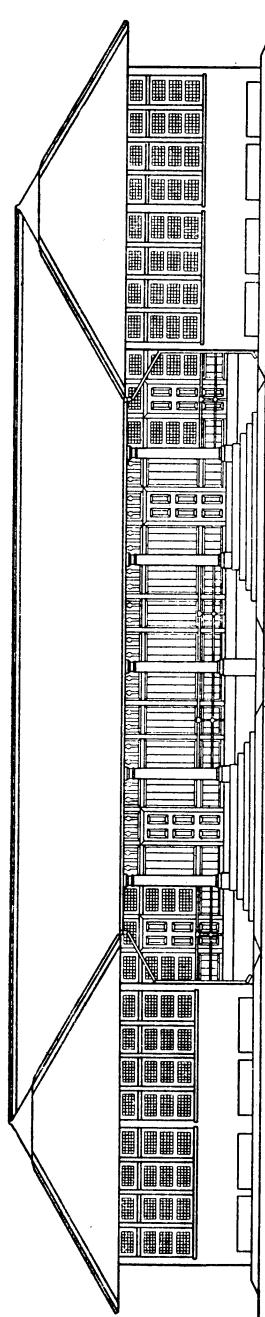
STANDARD ONE-ROOM SCHOOL BUILDING



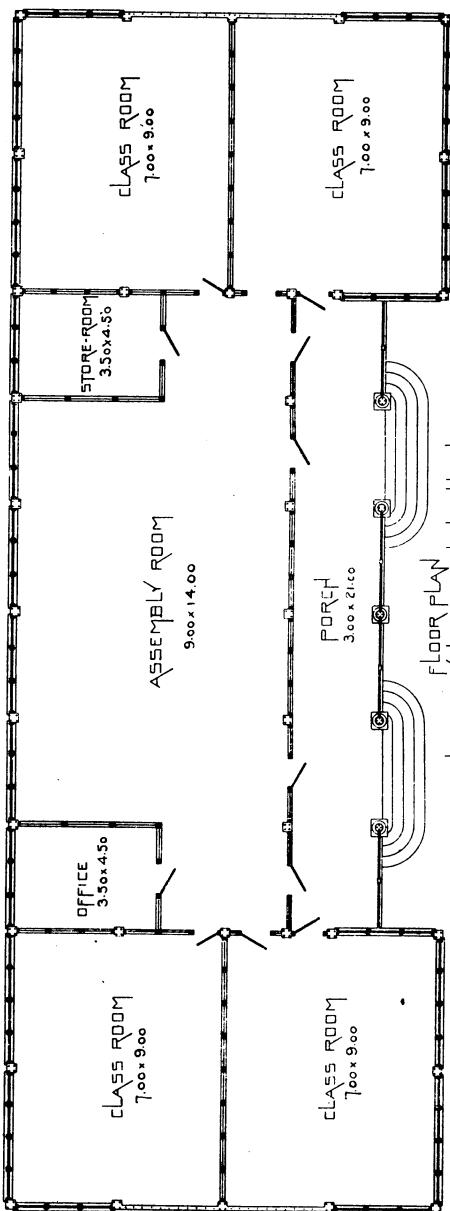
STANDARD THREE-ROOM SCHOOL BUILDING

STANDARD BUREAU OF EDUCATION SCHOOL BUILDINGS ARE OF REINFORCED CONCRETE, WITH IRON ROOF AND SHELL WINDOWS. DIMENSIONS ARE STATED IN METERS.

PLATE XXIII.



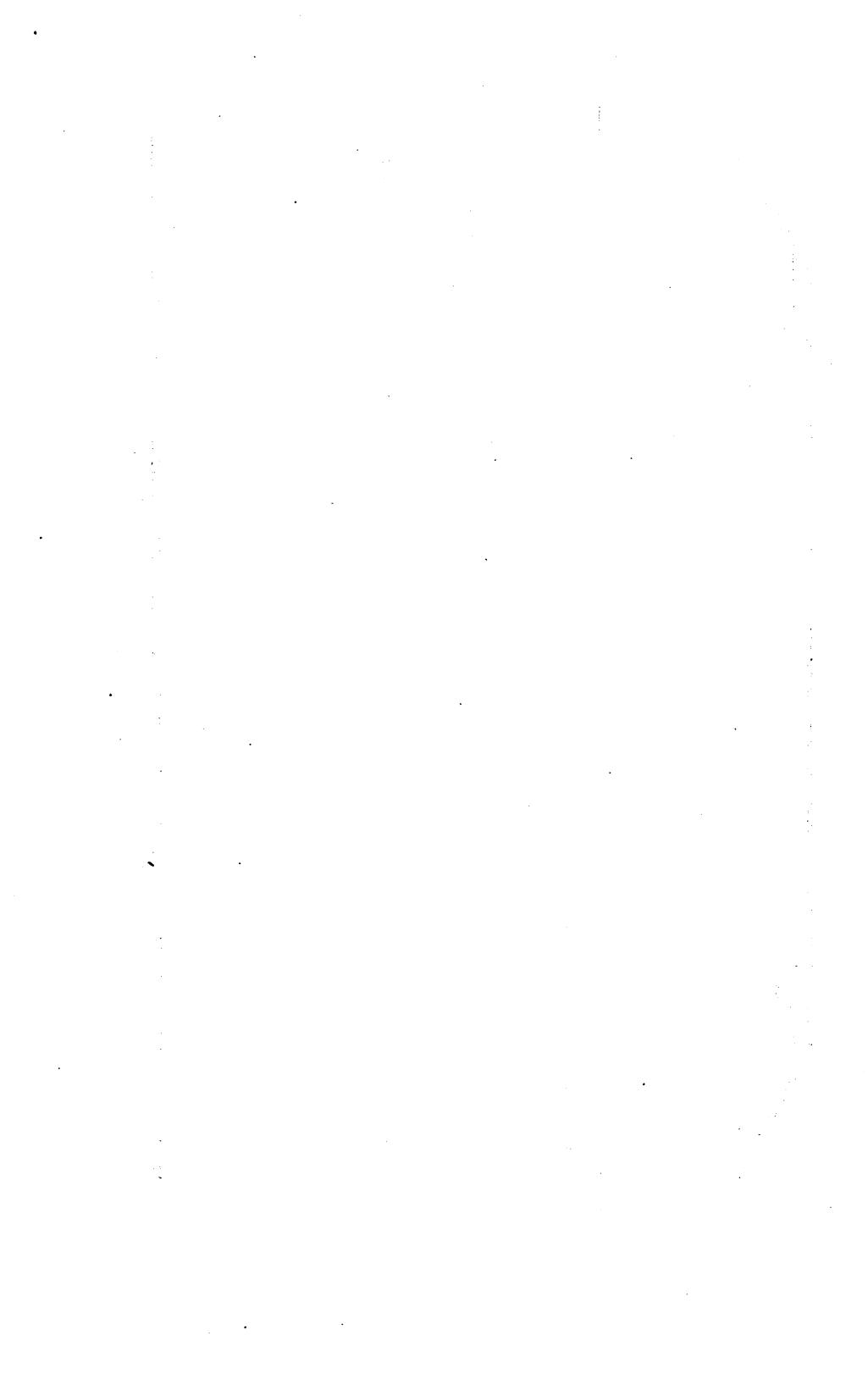
FRONT ELEVATION



STANDARD SEVEN-ROOM SCHOOL BUILDING

STANDARD BUREAU OF EDUCATION SCHOOL BUILDINGS ARE OF REINFORCED CONCRETE, WITH IRON ROOF AND SHELL. WINDOWS. DIMENSIONS ARE STATED IN METERS.

PLATE XXIV.



In the intermediate course instruction in housekeeping and household arts was given in 117 schools to 3,857 girls. The course includes sewing, cooking, house sanitation, use of disinfectants, introduction of new and better food elements, care of the sick, and care of infants. In several provinces model homes have been constructed in connection with the provincial high schools, and theoretical instruction in housekeeping has been given in connection with actual training in household duties.

Two practical instruction bulletins—one a manual on housekeeping for use in intermediate grades and the other treating of lace making and embroidery—are in course of preparation and will soon be available for general use.

INDUSTRIAL TEACHERS.

The corps of American teachers in manual training and trade schools is somewhat larger and more efficient than it was a year ago, and the teachers of domestic science have also increased in number and in familiarity with the requirements of the service. It is desired to make this American force as stable and permanent as possible. However, as the various lines of industrial instruction have developed, the need for an increased corps of Filipino assistants has become urgent and this need will be constantly more pressing in the future. Instruction in the minor industries can be generally introduced into primary schools only through the medium of trained Filipino teachers. The work of manual training and trade schools and domestic science classes must be exceedingly limited in scope if it is to be handled by Americans only. One of the most important obligations of the Bureau at the present time is evidently the training of Filipino teachers in these special lines. The Philippine School of Arts and Trades, the Philippine Normal School, the various industrial schools throughout the Islands, and the annual teachers' institutes in all divisions are making it one of their chief aims to accomplish this purpose as speedily and efficiently as possible.

SCHOOLHOUSE CONSTRUCTION.

Schoolhouse construction in the Philippines has passed the stage of experiment; it is believed that the system as now planned, with roomy, hygienic, permanent buildings, attractive in style of architecture and easy of imitation, is the best that could be offered the people of this country.

Practically all of the 1,100 school buildings erected under the Spanish régime were constructed in a style familiar in all the provinces—a long, low, one roomed rectangular affair, with four heavy walls, a roof of tile or nipa, floor of tile or earth, and barred windows. Many of these old structures have been remodeled into serviceable school buildings;

some hundreds of this type still remain, but the steady advance in new school construction is reducing their number. Barrio public schools were very rare prior to the American occupation. In the past ten years a very large number of bamboo and nipa buildings have been erected, but they have proved unsubstantial and inadequate.

To meet the demand for permanent, sanitary school houses, the Bureau of Education last year adopted a set of standard plans for provincial, central, and barrio schools, of a type peculiarly adapted to the Tropics. These plans are based upon a "unit system" of building, a system so worked out as to meet the needs of a growing population. One or more rooms may be added from time to time, in harmony with the general design, at a minimum expense and without damage to the original structure.

The basic material of construction, as contemplated in the standard plans, is reinforced concrete. With foundations and walls of concrete, the remaining parts of the building may be made up largely of local materials; the roof must be of iron. Reinforced concrete is now generally used in the construction of public buildings in the Philippines; for schoolhouses it offers advantages with which other materials can not compete. It makes the most permanent of buildings, withstanding earthquakes and the severest storms; it can be handled, with proper supervision, by unskilled workmen; it offers a clean surface against disease germs, and resists better than stone and mortar the attacks of termites and other insects. Certain drawings from the plans adopted are reproduced in this report.

During the past few years, various appropriations have been made for the construction of intermediate, secondary, and trade schools; among these are Acts Nos. 1275, 1580, and 1688. At the present time these funds have been nearly all allotted, as shown in tables in the statistical section of this report. Construction under the provisions of these Acts is in most projects finished or nearing completion. Among the buildings erected with assistance from such funds may be mentioned the Agricultural College at Los Baños; the Tondo Intermediate School, Manila; the girl's dormitories at Tacloban and Iloilo; and provincial high schools at Malolos and Bacolod, cuts of which appear among the illustrations of this report. In nearly all provinces allotments from these same funds have been used in the erection of trade schools, several of which are also represented by illustrations in these pages.

An appropriation has been secured for the construction of a new building for the academic work of the Philippine Normal School. Plans have been completed, and a splendid building will be constructed in the central part of the city of Manila, facing Taft Avenue. This building is to be three stories in height, of reinforced concrete, and when completed, will be one of the finest structures in the Philippine Islands.

It will provide 25 class rooms and 5 laboratories, in addition to auditorium, study hall, and administration offices.

A large amount of construction has been made possible by Act No. 1801 of the Philippine Legislature, passed on December 20, 1907, appropriating the sum of ₱1,000,000 for primary school buildings throughout the Islands. For several reasons, considerable delay was experienced in making this piece of legislation effective. Special plans and specifications had to be prepared with a view to securing the greatest possible utility obtainable within the limits of this law; the sites for proposed buildings had to be surveyed and the titles registered before any extensive improvements at public expense could be begun. The matter of survey and registration caused the greater delay. Many of the sites were in out-of-the-way places, difficult of access to surveyors; and the applications for registration had to await their turn in the Court of Land Registration. The task of giving publicity to the provisions and requirements of this Appropriation Act and of instructing the municipal officials in the proper course of action for obtaining aid, fell upon the division superintendents and supervising teachers, and was so handled that the fund appropriated has been widely distributed. Data on the actual and proposed schoolhouse construction under this Act appear in the statistical tables of this report.

To secure an allotment, Act No. 1801 requires that a sum equal to one-half of the amount apportioned from Insular funds be made up from municipal resources. As a matter of fact, the municipalities have far exceeded the required municipal donation. At the close of the fiscal year ending June 30, 1910, a total of ₱852,800.07 had been allotted or had been set up for allotment, on projects ordered constructed or pending complete information, and these insular allotments were augmented by municipal donations to the amount of ₱744,838.90, resulting in a grand total of ₱1,597,638.97 for schoolhouse construction from the provisions of Act No. 1801.

When this appropriation has been expended there will have been erected over three hundred modern school buildings, of permanent construction, perfectly adapted to the climatic conditions of the Philippines—a system extending throughout the Archipelago, from the capital to remote barrios.

INSULAR SCHOOLS.

The Philippine Normal School has undergone reorganization during the past year. That institution was established in the early days of the Bureau of Education and has been continuously under intelligent direction of competent superintendents. However, the aims of the school, over a period of years, gradually came to comprise the training of young men and women for various professional and academic careers

other than teaching. Courses were established in preparation for the study of medicine, law, engineering, agriculture, and nursing, as well as for entrance into general collegiate work. In this field the institution doubtless served a good end, as there was no other school in the Islands devoted to the preparing of students for these various professional studies. But that school, which should have been the most to be depended upon for improving the character of the teaching force, reached such a state that its graduating classes included very few pupils prepared for teaching and large and increasing numbers who were expecting to engage in other pursuits. The legitimate function of the Normal School was in a measure lost sight of; it became divorced from other departments of the Bureau to such an extent that division superintendents and teachers throughout the Islands found that they could not at all depend upon it for the training of native assistants.

In effecting the needed reorganization, the Normal School proper, with its primary and intermediate training departments, its industrial classes for young men and women, and its academic work of high school standard, was set apart as an independent institution with its separate corps of teachers, whereas the large number of special students were grouped under another organization and faculty, known as the Junior College. Only such students were continued in the Normal School as were definitely intending to devote their lives to teaching, and the instructors were advised to turn their whole effort to the proposition of improving the native teaching corps of the Bureau. The field has been brought into touch with the school, which, as reorganized, now constitutes a far more effective department of the Bureau of Education than ever before.

The Girls' Dormitory of the Philippine Normal School has prospered throughout the seven years of its existence. The little group of girls entering this institution in 1903, have, of course, long since separated from the student body of the school, but their places have been taken by increasing numbers to the present time, when the enrollment in the dormitory has reached 170. In this number are young women from nearly every province in the Islands, representing a dozen different races and many classes of society, but all enjoying the benefits of a happy and very helpful home life. The institution has the confidence and support of everyone. Its influence for good, as carried by scores of young women to their various homes throughout the Islands, is beyond the possibility of calculation.

The Philippine School of Arts and Trades, an Insular institution coördinate with the Normal School, has likewise experienced a growth in the past year, but it has not been subjected to any general reorganization. It comprises departments of bench woodworking, machine wood-

working, wood finishing, machine ironworking, blacksmithing, wheelwrighting, automobile repairing, mechanical drawing, and academic work. The value of the manufactured product of the students of this institution for the year ending June 30, 1910, was ₱21,837.72.

In the Normal School, the Trade School, and the College of Agriculture, the Bureau of Education maintained last year 222 scholarship students. Of this number, 88 were so-called "student pensionados" who, before appointment, had advanced in academic qualifications to at least the third year of the prescribed high school course. They were all enrolled in the Normal School. The remaining number were distributed among the three institutions above named and were so-called "teacher pensionados;" that is, each must have taught for a period of two years in the public schools before appointment to Government pension. All of these scholarship students accept appointment under contract to serve the Government as teachers for a time equal to the period during which they are maintained as students at Government expense. This scholarship system is a very fortunate arrangement for the Bureau of Education in the present status of its work. It provides means for the training of a large number of selected young men and women for the teaching profession. It gives opportunity to many faithful and efficient Filipino teachers to continue their studies and so increase their value to the Government, when otherwise they would in time necessarily be replaced by younger men and women more advanced in scholarship but inexperienced in teaching. Furthermore, this system is going to enable the Bureau of Education to develop various lines of industrial instruction much more rapidly than would otherwise be possible. Every scholarship student in the Normal School, in addition to receiving needed instruction in academic and normal subjects, is being trained in some specialty, as loom weaving, hat weaving, sewing, cooking, lace making, embroidery, or music; those in the Trade School are given definite preparation for service in the field as teachers of woodworking in primary schools and as assistants in provincial school shops; those detailed to the College of Agriculture receive training both technical and practical, in preparation for teaching the subject of their specialty in intermediate and high schools.

The Insular School of Commerce transferred early in the year from inadequate quarters to a large, finely situated building on Calle General Solano. The enrollment for the school year was 395. One of its departments has undertaken what promises to be an exceedingly valuable work in collaboration with the General Office in the collecting of accurate and extensive data on present industrial conditions throughout the Philippines.

The School for Deaf and Blind enrolled 19 pupils, as many as could well be cared for.

CONVENTIONS AND ASSEMBLIES.

The Teachers' Vacation Assembly with its camp in the Baguio hills, has become an established institution. In March of 1910 the grounds were put into first-class condition and all possible preparation was made for the successful opening of the camp, which occurred on April 4. The session of the assembly proper began on April 11 and closed on May 7, but the camp was not broken until May 21. During the session 215 superintendents, teachers, and others connected with the Bureau enjoyed the benefits of the invigorating climate of this mountain country and of the lectures, entertainments, and conferences which made up the program of the assembly. Classes were conducted by competent instructors in lace making, embroidery, science of education, Spanish, and Philippine history. Probably the most valuable feature of the year's session was comprised in the series of conferences of supervising teachers, high school principals, and industrial instructors. There have been in former years conventions of division superintendents, in which the problems of the field have been discussed by them and the Directors of Education from the standpoint of the superintending and directing force. Opportunity for discussion of these problems by the teachers themselves was never before officially offered, however. Most of the conferences were largely attended; the benefits both to the instructors and to the Directors present were of undoubted value. Some of the topics considered were:

I. Supervising teachers, April 18-23, 1910.

- (a) School buildings.
- (b) The teacher's status, accrued leave, travel, expense accounts.
- (c) The office work and correspondence of supervising teachers.
- (d) Property.
- (e) How much teaching should be done by supervisors.
- (f) School organization.
- (g) Gardening and industrial work.
- (h) Athletics.
- (i) Teachers' classes and correspondence courses.
- (j) Relation with community.
- (k) Lesson plans, etc.
- (l) Discipline.
- (m) Village improvement.
- (n) Literary societies.
- (o) School library.
- (p) Moral training.
- (q) School age.
- (r) Relations with other Bureaus.

II. Industrial teachers, April 25-30, 1910.

- (1) Primary industrial work.
 - (a) Systematized busy work.
 - (b) Woodworking.
 - (c) Native industries.
 - (d) Domestic science, school kitchens.

- (e) Sewing, lace making, and embroidery.
- (f) Gardening.
- (2) Intermediate industrial work.
 - (a) Wood- and iron-working.
 - (b) Domestic science—cooking, nursing, sewing, infant feeding, school kitchens.
 - (c) Agriculture.
 - (d) Native industries.
 - (e) Sericulture.
 - (f) General consideration of sale of products, accounting, payment of pupils.
- (3) The Trade School.

III. High school principals, May 2-7, 1910.

- (a) Course of study.
- (b) Quality of products.
- (c) Graduates, what they do.
- (d) The university.
- (e) Government scholarships in the United States.
- (f) High school societies.
- (g) Moral training.
- (h) Relations of the high school principal to superintendent and to teachers.

A number of Filipino teachers from the schools of the city of Manila attended the assembly at Baguio, entering largely into the life of the camp and apparently enjoying its benefits.

There was convened in Manila an institute for Filipino teachers at the Normal School, from April 18 to May 13. It was attended by 785 teachers, from nearly every province in the Archipelago. The instruction was made as practical as possible, industrial subjects being taken up in a more business-like manner and with far better results than in any former gathering of teachers in the history of the Bureau. In vacation classes of the Philippine School of Arts and Trades from April 11 to June 3, 105 teachers were enrolled, all being engaged in preparing themselves to offer instruction in woodworking in primary classes. Large summer institutes were convened also in Dumaguete and Iloilo, for the benefit of teachers in the Visayan Islands. The aims and methods of these assemblies were similar to those of the institutions held in Manila.

ATHLETICS.

The last year witnessed a growing interest in school athletics; three interprovincial track and baseball meets took place. Such contests are now becoming well-organized annual events in various parts of the Islands. The enthusiasm and good fellowship which characterize them have done much to bring about more cordial relations among neighboring provinces. Everywhere they are training into the Filipino youth a spirit of friendly rivalry, and are displacing former questionable pastimes.

The first of these general meets for the year was held at Dumaguete, Oriental Negros, in February, 1910, and was participated in by eleven

provinces of the Visayas. The baseball contest was won by Cebu and the track events by Silliman Institute. The athletic meet of the Manila Carnival, a week later, included entries from Manila, Leyte, Tarlac, Cebu, Silliman Institute, Camarines, and Iloilo. In this meet the Cebu baseball team was again the victor, winning from the Manila High School, the Trade School, and Leyte. Cebu also won the track events, Silliman Institute, Manila High School, and Camarines making good records. The Bicol meet has been an annual event in the Bicol provinces for several years. The latest one was held at Albay in April, 1910. Both the track and baseball trophies were won by Camarines, with Albay second. Careful training for these meets is producing a better showing in all events, and in some the records are approaching standard athletic marks. Aside from the organized meets, progressive schools in all divisions have their baseball teams and on their own initiative arrange and play games with neighboring schools.

In intermediate classes, tennis for boys and girls, and basket ball for girls are gaining favor as school recreations. Among the better trained girls' basket ball teams may be mentioned those of the provincial schools at Surigao and Dumaguete. For the coming year, more ambitious gatherings are being planned, and the Carnival events for 1911 will doubtless include entries of well-organized teams from several sections of the Archipelago.

FILIPINO STUDENTS IN THE UNITED STATES.

In 1903, 102 Filipino students were sent to the United States for higher education at Government expense; in 1904, 43 were appointed; in 1905, 39; in 1906, 7; in 1907, 5; in 1908, 8; in 1909, 2; in 1910, 1, making a total to the end of the fiscal year 1910 of 207. Of this number, 8 were young women.

As indicated by these figures, the number of students sent to the United States on Government scholarship is decreasing. The chief reason for this decrease lies in the fact that several institutions of higher education have now been established in the Philippines. In former years, superior instruction could only be obtained abroad; but since the organization of the several branches of the University of the Philippines and certain special schools, the needs of the higher student body can be better met in Insular institutions than in the United States, where many of the conditions bearing directly upon instruction appropriate for these Islands are unknown.

Many of the earlier appointees, through insufficient preparation for higher studies, failed to obtain their degrees and returned to the Islands poorly trained for the work to which they were assigned. The experience with those appointed in recent years has been much more satisfactory, and the Government is getting very good service from a large percentage of the returned students.

FINANCIAL STATEMENT.

INSULAR APPROPRIATIONS AND EXPENDITURES.

The current appropriation for the Bureau of Education amounted to ₱3,275,000. This was augmented in the amount of ₱150,000 by Act No. 1973 and by a further ₱150,000 by transfer of funds accumulating under the provisions of Act No. 1761, less ₱8,500 and ₱2,167.52, transferred by executive authority from the appropriations of the Bureau of Education, leaving a balance of ₱3,564,332.48 available for expenditure.

Expenditures were made from this fund as follows: Salaries of Directors and clerks in the General Office, ₱131,454.84; salaries of division superintendents and clerks in division offices, ₱185,431.35; salaries of American teachers, ₱1,852,435.52; half salaries, ₱11,351.71; salaries of Filipino teachers, ₱437,561.84; American Library, ₱16,876.13; night schools, ₱6,122.50; and miscellaneous salaries and wages, ₱28,284.77. Other expenses including: Property, ₱674,131.21; travel to and from the Philippine Islands, ₱63,452.74; official travel, including per diems and subsistence, ₱124,422.79; for support of primary education on friar lands estates, ₱23,919.39; transportation of supplies, ₱11,697.27; for support of barrio schools, ₱71,586.41; office expenses, ₱41,868.67; honoraria, ₱1,036.71; rent of buildings, ₱15,510.50; Government students in the United States, ₱72,333.54; repairs to equipment and buildings, ₱3,236.50; for the support of Christian schools in Palawan and Mindoro, ₱8,461.35; non-Christian tribes in Palawan, ₱5,200; for the payment of teacher scholarships in the Normal and Trade schools and in the College of Agriculture, ₱42,023.07; school buildings, ₱781.49; miscellaneous expenses, ₱19,804.13; additional accounts payable, fiscal year 1909, ₱22,604.50; making a sum total of ₱3,871,588.93.

The apparent overdraft in the amount of ₱307,256.45 was occasioned by the deficit carried over from the previous fiscal year, as duly reported in a communication to the Secretary of Public Instruction, dated December 15, 1909. It represents the value of supplies and equipment purchased for and available for use in the coming fiscal year. Settlement is adjusted on the books of this Bureau and those of the Auditor by a charge against a reimbursable property fund, established by order of the Governor-General.

In addition to the sums available for education as stated above, the Assembly appropriated ₱75,000 by Act No. 1883 and ₱110,000 by Act No. 1936 for the support of schools in the non-Christian provinces during the fiscal year 1910. This entire sum of ₱185,000 was expended for the purposes for which it was designed.

Of the ₱20,000 appropriated by Act No. 1931 for the support of a nurses' training class in the Normal School, a balance remained at the end of the fiscal year of ₱9,177.83. The sum of ₱30,000 was provided

by Act No. 1938 for the support of student pensionados in the Philippine Normal School. A balance of ₱3,312.49 remained in this fund at the end of the year. This balance, and that for the training of nurses, will be continuously available until expended for the support of these two lines of work.

PROVINCIAL EXPENDITURES.

The various provinces of the Islands expended a total sum for education during the fiscal year just closed amounting to ₱285,159.97, as against ₱228,691.23 for the next preceding year. This total was distributed under the following headings: Construction and repair, ₱151,941.31; furniture and equipment, ₱6,855.53; salaries and wages, ₱12,802.25; rental of buildings, ₱16,754.32; miscellaneous expenditures, ₱96,806.66.

MUNICIPAL RECEIPTS AND EXPENDITURES.

The receipts for school purposes in municipal treasuries of the Islands represented a considerable advance over any former year. Total receipts for the fiscal year 1910 were ₱3,417,191.41. Of this amount, ₱1,155,029.79 was a balance on hand July 1, 1909. The sum of ₱686,000.52 was received from internal revenue, as against ₱657,779.05 for the preceding year; ₱865,610.63 from the land tax, as against ₱754,517.59 for the previous year; ₱549,801.28 appropriated from general funds, as compared with ₱421,407.98 for the preceding year; ₱8,480.87 loan from the general fund, as against ₱19,300.23 for the preceding year. Receipts from other sources, ₱152,268.32, as against ₱92,088.74 for the preceding year. The total receipts for the year represent an increase of ₱569,881.81 over the fiscal year 1909.

Municipal expenditures for the year amounted to ₱2,133,577.91, as compared with ₱1,672,148.50 for 1909. The expenditures were distributed to the following ends: Construction of school buildings, ₱355,327.51, as against ₱91,465.69 for the preceding year; repairs to school buildings, ₱51,966.94, as against ₱124,164.89 for the previous year; rental of school buildings, ₱86,548.82, as against ₱90,791.03 for the preceding year; salaries of teachers, ₱1,435,946.35, as against ₱1,228,609.95 for the preceding year; purchase, construction, and repair of school furniture, ₱87,313.85, as against ₱53,386.90 for the preceding year; transportation of school supplies, ₱8,922.44, as against ₱6,257.44 for the preceding year; miscellaneous, ₱107,552, as against ₱77,372.60 for the preceding year. The balance remaining on hand June 30, 1910, is ₱1,283,613.50. This fund has been accumulating over a period of years. It has been carefully hoarded by division superintendents and supervisors with a view to its being devoted in most cases to the construction of substantial school buildings.

AIMS OF THE BUREAU FOR 1911.

The principal and most immediate aim of the Bureau is, and probably always will be, to make the largest possible number of the youth of the country literate in a common language. However, there are certain phases of the work of the Bureau upon which especial emphasis is to be placed during the coming year, as indicated in the following statement of aims:

DEVELOPMENT OF INDUSTRIAL INSTRUCTION.

What is being done in this line has been discussed in earlier pages of this report. The opportunity presented for future development is enormous. Other countries with educational systems long established on orthodox lines, encounter almost insurmountable difficulties in the re-organizing of those systems upon a practical basis. In the Philippines, the organization is still in its formative period. The administration of the Bureau is hampered by no embarrassing precedents; it has reasonably ample funds with which to execute its plans; and, best of all, it has in a most gratifying measure the moral support of both Americans and Filipinos in its attempt to build up here a system of instruction which will promote the industrial efficiency and material well-being of this population. Such another opportunity probably never existed anywhere. It is perhaps not going too far to venture the assertion at this time that, within two or three years from this date, no state or national government will have in practical operation a system of industrial instruction more consistent than that of the Philippines in its sequence through the various grades, or more closely adapted to the material conditions and requirements of the country.

ERECTION OF SUITABLE SCHOOL BUILDINGS.

By far the majority of the buildings now occupied by public schools are inadequate in size and ill adapted from almost every standpoint to the purpose for which they are used. By various Insular appropriations, by allotments of provincial and municipal funds, and by generous contributions from the people, money and materials have been placed at the disposal of the Bureau of Education for the construction of excellent buildings for many primary, intermediate, and secondary schools, as heretofore detailed. With respect to schoolhouse construction, the year 1910-11 is going to mark a greater advance than any preceding year in the history of the Bureau. The directing and superintending force of the Bureau is devoting its energies most seriously to the building problem. Even if funds continue to be available as at present, it will take a decade to erect a system of buildings adequate to properly house the nearly 5,000 schools now in operation; a large ad-

vance over the present situation can be effected, however, in a single year. It is desired to establish such a standard that the people of the provincial capital, the municipality, and the barrio, shall look to the buildings of the public school as the most substantial and attractive structures in their districts.

IMPROVEMENT OF PERSONNEL.

American teachers who, through lack of educational qualifications or because of personal crudities or disloyalty to the aims of the Bureau or inability to adapt themselves to the needs of this situation, are found to be incapable of satisfactorily performing their duties, will be excused from further connection with the service as their cases come to the attention of the Director of Education. Teachers who demonstrate unusual ability in the working out of peculiar problems of this field and who by their industry and intelligence succeed in accomplishing a large piece of work or in filling acceptably the difficult positions to which they are assigned will be considered worthy of special recognition and compensation. Filipino teachers of slight educational qualifications will be required to make due advance in academic attainments; otherwise it will be necessary to replace them by applicants better prepared to fill the positions. It is the policy of this office to employ every legitimate incentive for the securing of substantial results.

EFFECTIVE COLLABORATION WITH OTHER BUREAUS.

The Bureau of Education occupies a unique position among all the branches of the Government in that with its corps of superintendents, supervisors, and teachers, it has nearly 10,000 employees in daily touch with almost half a million children, through whom its influence reaches into every town and every important barrio in the Archipelago and touches every day, directly or indirectly, the major portion of the population of the Islands. Other Bureaus in the Government have their particular functions to perform, and to accomplish their ends most of them need the intelligent coöperation of the entire population; none of them has so direct and effective a means of enlisting the sympathy of any large proportion of the people as has the Bureau of Education.

As a medium for dispensing general information with respect to the policies of the Government or upon any other subject of common interest, this Bureau is a valuable agency; it stands ready upon request to assist in every way possible in furthering the ends of all governmental organizations. If the Bureau of Health finds it desirable to advise and instruct the people as to precautions to be taken against the spread of an epidemic or upon sanitary measures which should be generally enforced, the Bureau of Education is in a position to serve as its agent. In this connection, the Bureau is especially desirous of assist-



THE BAGUIO CAMP, WHERE THE TEACHERS SEEK REST AND RECREATION.



LOOKING THROUGH THE TEACHERS' CAMP, BAGUIO, BENGUET, 1910.



MANILA HIGH SCHOOL BASEBALL TEAM, 1910.



CEBU TEAM, WINNERS AT THE VISAYAN AND CARNIVAL MEETS, 1910.



FILIPINO TEACHERS FROM MANILA AT THE BAGUIO TEACHERS' ASSEMBLY, 1910.



CLASS OF 1910, PHILIPPINE NORMAL SCHOOL.



GIRLS' BASKET BALL TEAM, DUMAGUETE, ORIENTAL NEGROS.



HIGH SCHOOL BAND, TUGUEGARAO, CAGAYAN.



STUDENT ATHLETES REPRESENTING ELEVEN PROVINCES AT THE INTER-VISAYAN MEET, DUMAGUETE, JANUARY, 1910.



CLASS IN BLACKSMITHING, PHILIPPINE SCHOOL OF ARTS AND TRADES.



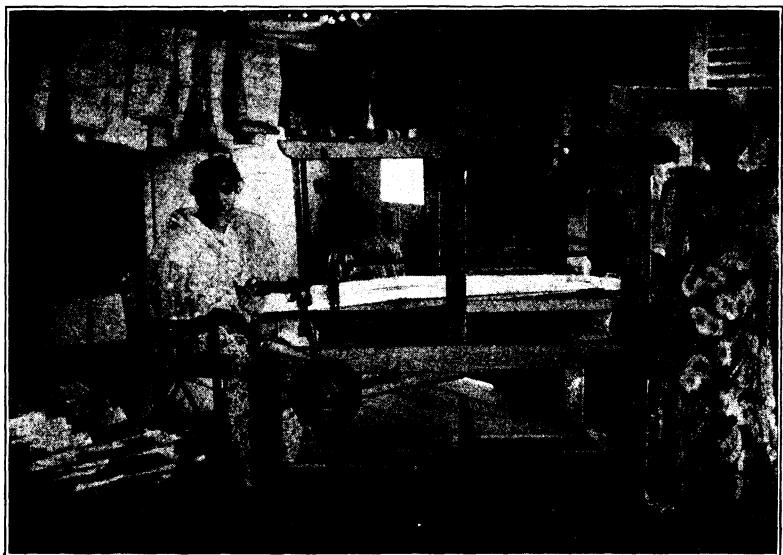
MACHINE SHOP, PHILIPPINE SCHOOL OF ARTS AND TRADES.



AUTOMOBILE REPAIR SHOP, PHILIPPINE SCHOOL OF ARTS AND TRADES.



PUPILS FROM THE BUA GIRLS' SCHOOL, BENGUET.



LOOM MADE BY BOYS AND FABRICS WOVEN BY GIRLS, ZAMBOANGA.



IGOROT BOYS, BAGUIO.



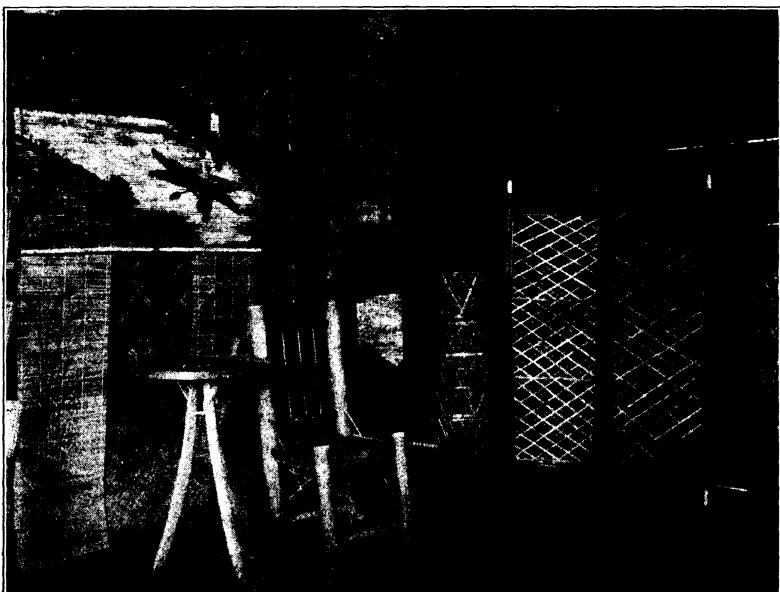
PRODUCT OF PRIMARY SCHOOLS, MORO PROVINCE.



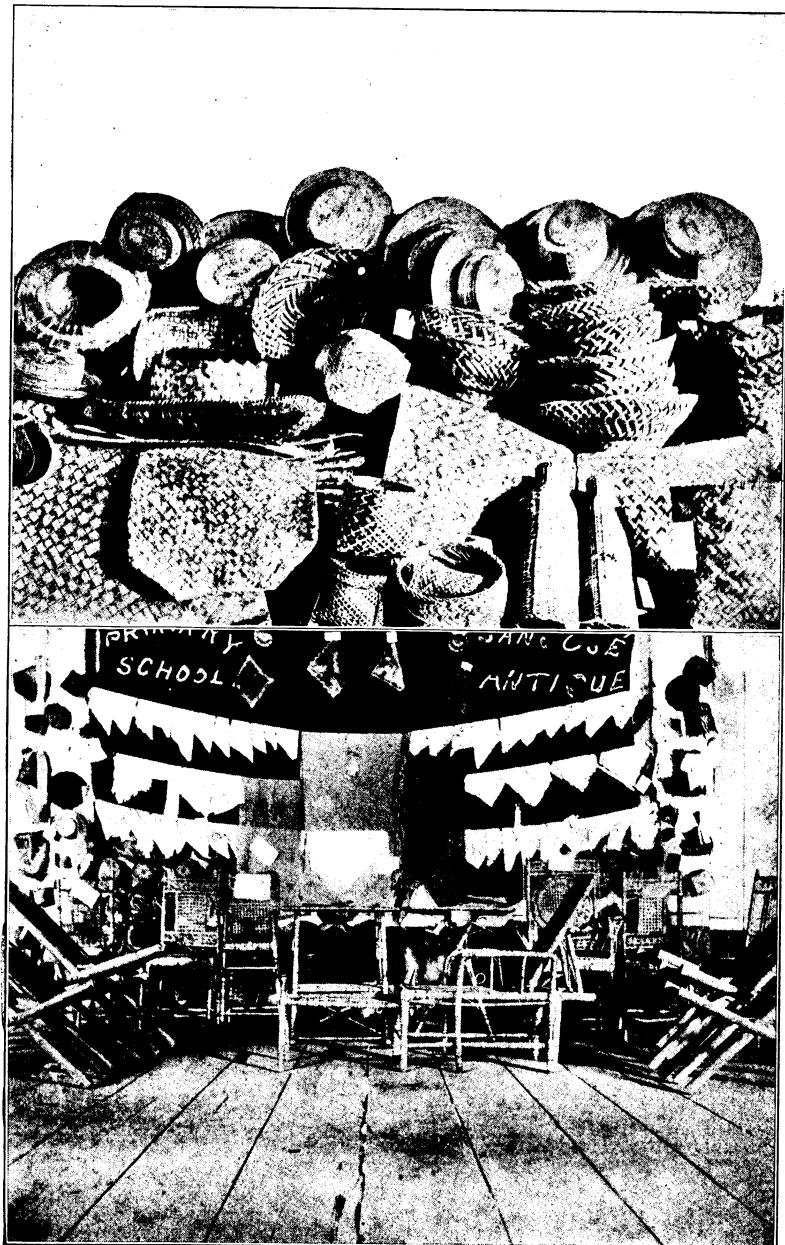
GIRLS' SCHOOL, CABAYAN, BENGUET.



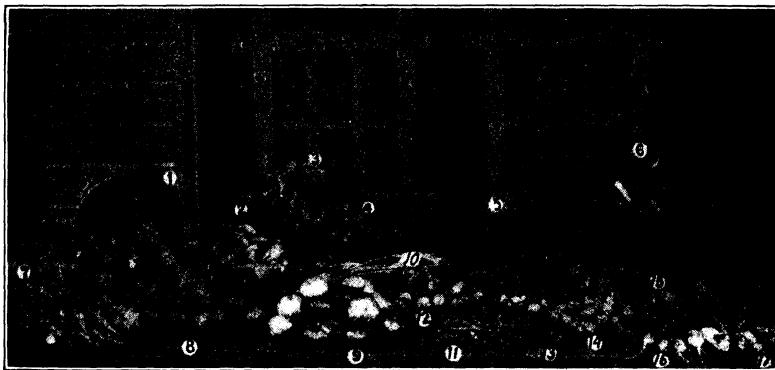
BASKET WEAVING, PHILIPPINE NORMAL SCHOOL.



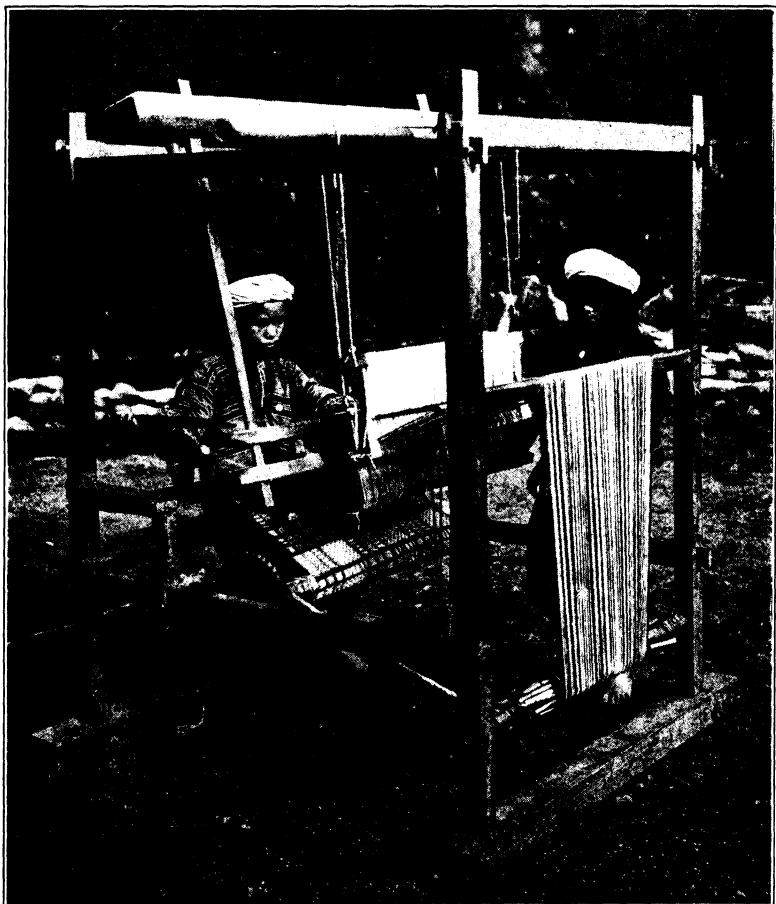
ARTICLES OF HOME FURNISHING, MADE IN A PAMPANGA SCHOOL.



HAND WORK OF PRIMARY SCHOOL PUPILS, SAN JOSE, ANTIQUE.



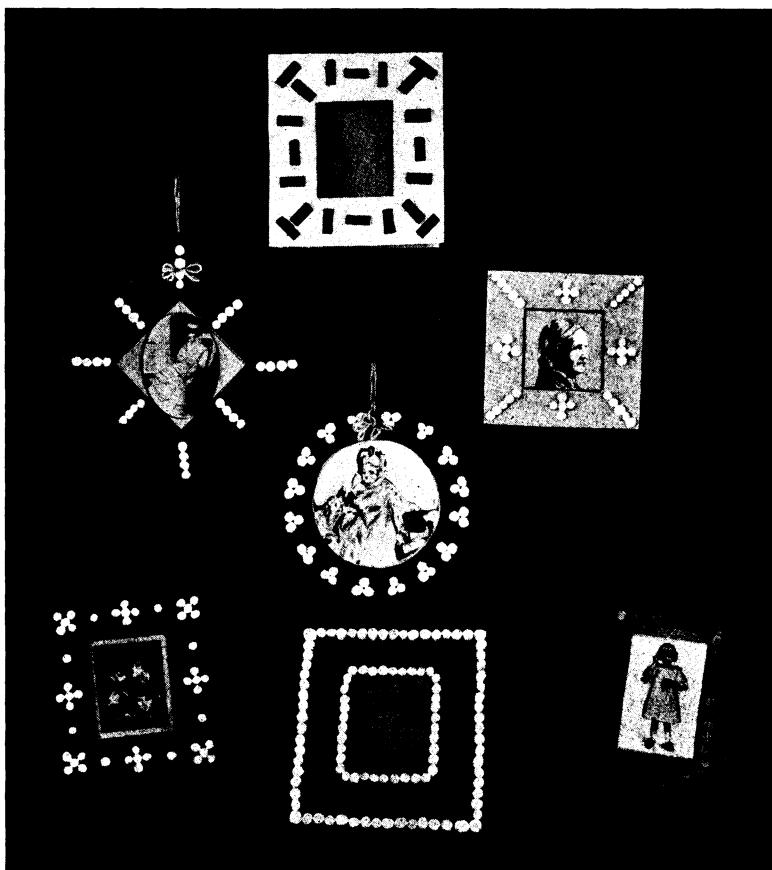
GARDEN PRODUCTS, PROVINCIAL HIGH SCHOOL, BATANGAS.



IGOROT SCHOOL GIRLS AT THE LOOM, CABAYAN, BENGUET.



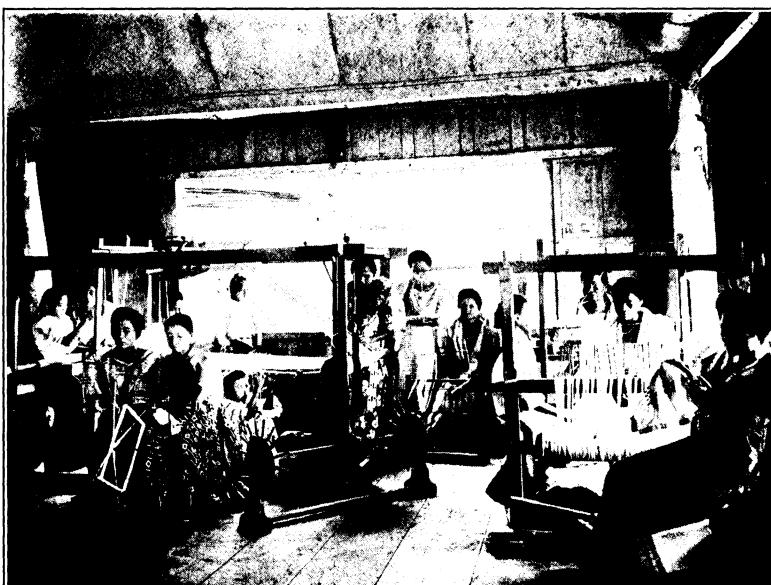
TOBACCO, SCHOOL FARM, BATAC, ILOCOS NORTE.



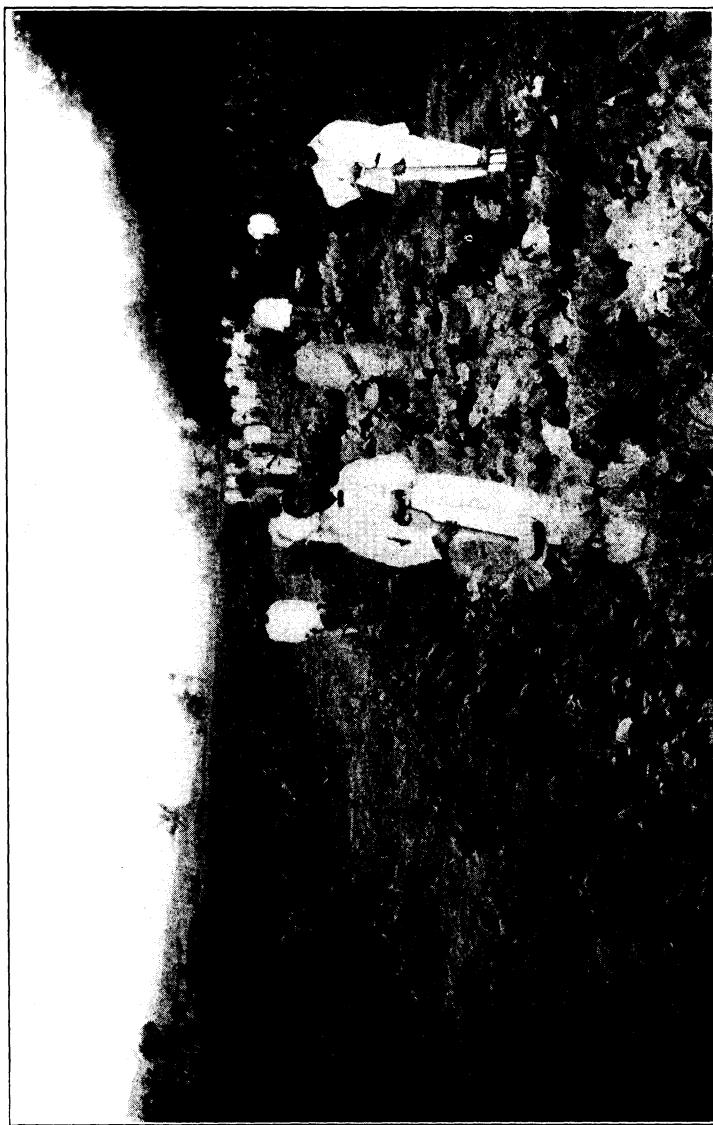
PICTURE FRAMES, HAND WOVEN FROM NATIVE FIBERS.



A CLASS OF FILIPINO TEACHERS IN EMBROIDERY, PHILIPPINE NORMAL SCHOOL.

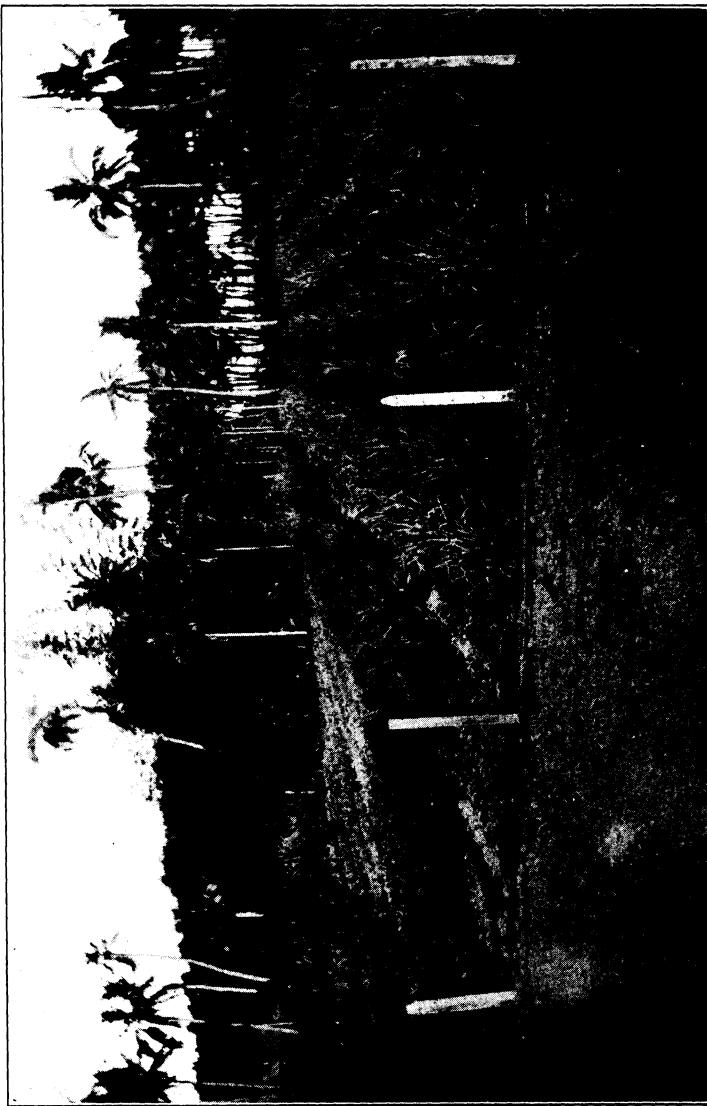


LOOM WEAVING, INDUSTRIAL SCHOOL, CAGAYAN, MISAMIS.



FIFTH-GRADE STUDENTS, SCHOOL FARM, BATAC, ILOCOS NORTE.

PLATE XXXVII.



CORN, SUGAR CANE, AND GUINEA GRASS, PROVINCIAL SCHOOL GARDEN, OCCIDENTAL NEGROS.

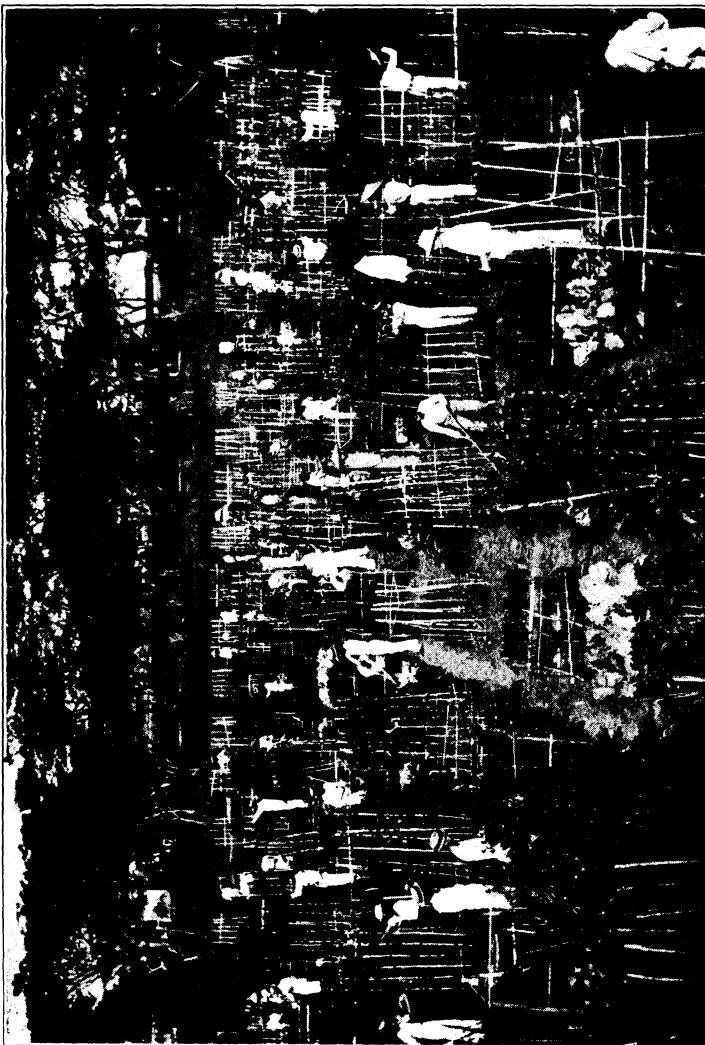
PLATE XXXVIII.



SCHOOL GARDEN OF ERMITA PRIMARY SCHOOL, MANILA, JANUARY 29, 1910.



SCHOOL GARDEN OF ERMITA PRIMARY SCHOOL, MANILA, APRIL 2, 1910.

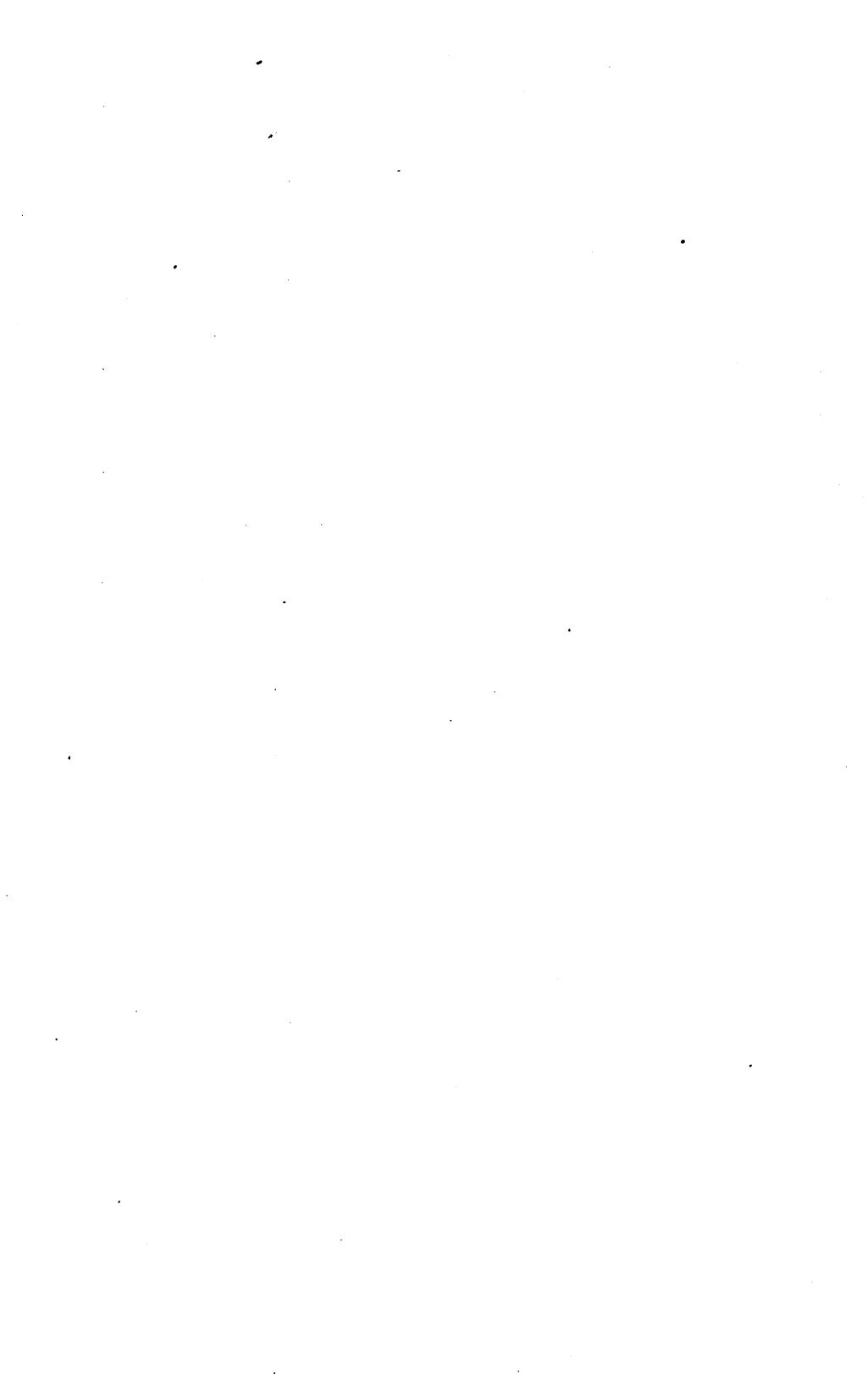


A SECTION OF THE SCHOOL GARDEN, PHILIPPINE NORMAL SCHOOL, 1910.

PLATE XI.

ing in an organized campaign against tuberculosis. If the Bureau of Agriculture wishes to advise the people as to proper methods of soil cultivation or as to varieties of plants specially adapted to the Philippines, or if it desires to circulate any other information of agricultural interest, the Bureau of Education is ready to coöperate to the extent of disseminating such information by practical demonstration in every hamlet in the Philippines. The Bureau of Posts has established a Postal Savings Bank. The Bureau of Education is advertising the purposes of that bank to every teacher and every pupil throughout the extent of the Archipelago and is encouraging them in a very definite way in the cultivation of habits of thrift and economy. The Department of Justice has established its courts in all provinces of the Islands; and the Bureau of Education is prepared to give, and does give to every child who is ready for it, appropriate instruction in the rights and duties of citizens in their relations to the Government and to each other. Every Bureau in the Government and every provincial and municipal organization is in need of clerical assistants; and every one of them looks to the Bureau of Education to supply it with young men and women who have received such instruction in English, arithmetic, and other requisites of the elementary branches in public schools as fits them for the work in hand. Both in respect to the establishment and extension of their work and in the improvement of their personnel, this Bureau has rendered valuable assistance in former years to other departments of the Government, and it is now coming into a position where it can be of much greater help to them than ever before.

FRANK R. WHITE,
Director of Education.



GENERAL AND STATISTICAL TABLES.

No: 1.—*A list of directing and superintending officers.*

[August 1, 1910.]

FRANK R. WHITE, Director of Education.

FRANK L. CRONE, Assistant Director of Education.

C. H. MAGEE, Second Assistant Director of Education.

Division.	Superintendent.	Headquarters.
Manila	G. A. O'Reilly	Manila.
Albay	G. W. Caulkins	Albay.
Antique	S. M. Graves	San Jose.
Bataan	John H. Jenkins	Balanga.
Batangas	H. H. Buck	Batangas.
Bohol	W. B. Beard, acting	Tagbilaran.
Bulacan	H. A. Bordner	Malolos.
Cagayan	Pius E. Burns	Tuguegarao.
Camarines	Luther B. Bewley	Nueva Caceres.
Capiz	C. E. Wright	Capiz.
Cavite	E. H. Hammond	Cavite.
Cebu	John C. Muerman	Cebu.
Ilocos Norte	E. J. Murphy	Laoag.
Ilocos Sur	Harry Borgstadt	Vigan.
Iloilo	J. Edgar Corley, acting	Iloilo.
Isabela	H. M. Wagenblast	Ilagan.
Laguna	R. G. McLeod, acting	Santa Cruz.
Leyte	Thos. H. Cassidy, acting	Tacloban.
Mindoro	Charles W. Franks	Calapan.
Misamis	W. K. Bachelder, acting	Cagayan.
Mountain	C. R. Moss	Bontoc.
Occidental Negros	Sinclair P. Stewart, acting	Bacolod.
Oriental Negros	S. J. Wright	Dumaguete.
Nueva Ecija	Arch W. Miller, acting	San Isidro.
Nueva Vizcaya	Norman G. Conner	Bayombong.
Palawan	T. H. Edwards, acting	Cuyo.
Pampanga	T. W. Thomson	San Fernando.
Pangasinan	Lewis Carrigan, acting	Lingayen.
Rizal	Hugh S. Mead	Pasig.
Samar	G. N. Anderson	Catbalogan.
Sorsogon	Howard Long	Sorsogon.
Surigao	Carl M. Moore	Surigao.
Tarlac	R. H. Neely	Tarlac.
Tayabas	H. S. Townsend	Lucena.
Union	Wm. F. Montavon	San Fernando.
Zambales	L. P. Willis, acting	Iba.
Normal	George N. Briggs	Manila.
Trade	W. W. Marquardt	Manila.

On leave of absence in the United States.

E. E. Fisher.

C. D. Whipple.

E. G. Turner.

W. A. Wedgworth.

J. J. Coleman.

On special assignment.

J. D. DeHuff.

W. R. Rosenkrans.

P. S. O'Reilly.

No. 2.—Number of schools by years.

[A table showing, by years, the number of schools in operation and under the supervision of the Bureau of Education during the period from 1903 to 1910, inclusive.]

School year.	Primary.	Inter- mediate.	Second- ary.	Total.
1903	2,000			2,000
1903-4	2,233	17	35	2,285
1904-5	2,727	102	35	2,864
1905-6	b 3,108	119	36	3,263
1906-7	3,435	216	36	3,687
1907-8	3,701	193	38	3,932
1908-9	4,194	193	37	4,424
1909-10	4,295	198	38	4,531

^a Estimated.

^b Beginning with school year 1905-6, figures for Moro Province are not included in this table.

The Arts and Trades, Normal, Domestic Science, Agricultural and Special Insular Schools are included under the Intermediate and Secondary headings.

No. 3.—Schools, teachers, and enrollment by years.

[A table showing, by years, the number of schools, the number of Filipino teachers, and the highest monthly enrollment for the Islands.]

Year.	Number of schools.	Filipino teachers.	Highest monthly enrollment.
1902-3	2,000	3,000	150,000
1903-4	2,285	3,854	^c 227,600
1904-5	2,864	4,036	^c 311,843
1905-6	b 3,263	4,719	^c 375,554
1906-7	3,687	6,141	^c 335,106
1907-8	3,932	6,804	^c 359,738
1908-9	4,424	7,949	^d 437,735
1909-10	4,531	8,275	^e 451,988

^a Estimated.

^b Excluding Moro Province from 1905-6 on.

^c March.

^d February.

^e September.

No. 4.—*Schools, enrollment, attendance, and percentages.*

[A table showing, by divisions and for the Islands, the number of schools, total annual enrollment, average monthly enrollment, average daily attendance, and percentage of attendance during the school year 1909-10.]

Division.	Secondary.					Intermediate.				
	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.
Manila	2	773	587	551	99	6	1,655	1,276	1,050	98
Albay	1	25	22	20	96	5	892	740	673	96
Antique	1	19	16	15	95	5	301	261	220	95
Bataan						2	133	112	104	93
Batangas	1	41	26	22	85	7	953	805	727	93
Bohol						2	320	257	236	92
Bulacan	1	154	137	131	98	9	884	744	680	95
Cagayan	1	57	55	54	98	7	648	506	462	90
Camarines	1	27	22	21	96	11	681	533	497	90
Capiz	2	33	32	23	96	4	577	454	376	93
Cavite	1	51	38	37	92	4	516	435	414	95
Cebu	1	51	43	40	98	7	630	465	414	95
Ilocos Norte	1	51	42	40	95	5	614	554	519	93
Ilocos Sur	2	118	105	101	96	8	993	876	824	94
Iloilo	1	163	138	126	94	14	1,089	867	768	89
Isabela	1	15	15	15	100	3	276	199	167	83
Laguna	1	36	31	28	93	10	589	510	460	89
Leyte	1	29	25	24	100	8	602	524	488	97
Mindoro						2	117	81	72	94
Misamis	1	10	10	8	85	1	268	216	182	91
Mountain						1	58	53	51	93
Occidental Negros	1	71	63	59	97	10	705	527	469	95
Oriental Negros	1	16	10	9	98	1	149	112	100	98
Nueva Ecija	1	47	36	32	97	7	840	557	495	92
Nueva Vizcaya	1	11	9	8	89	1	118	99	88	88
Palawan	1	6	5	4	100	1	59	56	53	96
Pampanga	1	82	73	73	96	8	854	687	627	95
Pangasinan	1	37	30	28	93	12	1,225	1,050	956	91
Rizal	2	2	1	100	6	515	421	387	92	
Samar	1	23	20	20	100	2	297	237	225	95
Sorsogon	1	17	13	12	96	4	418	319	286	94
Surigao	1	16	15	14	88	4	280	215	191	83
Tarlac	1	58	37	36	100	8	800	509	465	95
Tayabas	1	93	69	65	97	5	754	658	609	95
Union	1	38	34	33	87	3	569	512	496	87
Zambales	1	29	23	21	99	2	236	215	196	98
Normal	1	410	286	280	99	1	231	186	182	99
Trade	1	93	79	78	98	1	236	196	179	97
Commerce	1	193	122	110	96	1	202	120	104	95
Deaf and Blind										
Junior College	1	188	164	161	97					
Total	38	3,083	2,429	2,300	96	198	21,304	17,144	15,487	93

No. 4.—Schools, enrollment, attendance, and percentages—Continued.

Division.	Primary.					Grand total.				
	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.	Number of schools.	Annual enrollment.	Average monthly enrollment.	Average monthly attendance.	Percentage of attendance.
Manila -----	25	13,685	9,817	8,495	97	33	16,113	11,680	10,096	98
Albay -----	129	13,910	10,652	8,306	81	135	14,827	11,414	8,999	83
Antique -----	88	12,584	8,361	5,878	86	94	12,904	8,638	6,113	86
Bataan -----	22	2,792	2,060	1,496	73	24	2,925	2,172	1,600	74
Batangas -----	131	13,962	8,581	6,755	89	139	14,956	9,412	7,534	90
Bohol -----	192	29,630	23,341	18,395	79	194	29,950	23,598	18,631	79
Bulacan -----	128	15,927	12,964	8,787	75	138	16,965	13,845	9,598	76
Cagayan -----	105	12,895	9,004	7,070	79	113	13,600	9,565	7,586	79
Camarines -----	123	14,607	9,910	8,317	77	135	15,315	10,465	8,835	79
Capiz -----	215	23,255	17,024	13,022	79	221	23,865	17,510	13,421	89
Cavite -----	65	10,545	7,458	6,286	83	68	11,112	7,926	6,737	84
Cebu -----	348	48,769	36,278	26,862	79	356	49,450	36,786	27,316	82
Ilocos Norte -----	134	17,060	13,185	9,309	70	140	17,725	13,761	9,868	71
Ilocos Sur -----	144	14,508	11,106	8,835	80	154	15,619	12,087	9,760	80
Iloilo -----	189	22,907	17,259	13,651	79	204	24,159	18,259	14,540	80
Isabela -----	52	4,087	2,799	2,238	75	56	4,378	3,013	2,420	75
Laguna -----	70	8,987	6,805	5,539	81	81	9,612	7,344	6,027	82
Leyte -----	243	32,676	22,556	17,716	86	252	33,307	23,105	18,228	87
Mindoro -----	49	4,119	2,695	2,117	83	51	4,236	2,776	2,189	83
Misamis -----	73	11,959	7,828	5,606	81	75	12,237	8,054	5,796	85
Mountain -----	34	3,993	2,549	2,086	83	35	4,051	2,602	2,137	83
Occidental Negros -----	168	22,557	16,500	12,486	84	179	23,333	17,090	13,014	84
Oriental Negros -----	138	18,395	13,897	10,123	80	140	18,560	14,019	10,232	80
Nueva Ecija -----	98	13,945	9,437	7,394	87	106	14,832	10,030	7,921	87
Nueva Vizcaya -----	22	2,804	2,143	1,868	87	24	2,933	2,251	1,964	87
Palawan -----	24	3,303	2,225	1,706	92	26	3,368	2,286	1,763	96
Pampanga -----	173	19,036	13,328	9,780	86	182	19,972	14,088	10,480	92
Pangasinan -----	346	44,954	32,005	25,611	79	359	46,216	33,085	26,595	88
Rizal -----	66	10,735	7,570	6,057	80	72	11,252	7,993	6,445	81
Samar -----	144	21,037	14,664	13,732	93	147	21,357	14,921	13,977	96
Sorsogon -----	100	11,875	8,731	6,652	83	105	12,310	9,063	6,950	90
Surigao -----	114	12,572	8,860	6,820	67	119	12,868	9,090	7,025	79
Tarlac -----	130	15,893	11,283	8,223	89	139	16,751	11,829	8,724	95
Tayabas -----	108	16,504	11,511	10,050	88	114	17,351	12,238	10,724	93
Union -----	68	11,554	9,637	8,694	90	72	12,161	10,183	9,223	88
Zambales -----	36	4,604	3,297	3,269	91	39	4,889	3,535	3,486	96
Normal -----	1	254	249	211	97	3	895	721	673	98
Trade -----	1	32	31	29	95	3	361	306	286	97
Commerce -----	1	19	19	19	100	1	19	19	19	100
Deaf and Blind -----						1	188	164	161	97
Junior College -----										
Total -----	4,295	562,930	407,592	319,520	82	4,531	587,317	427,165	337,307	86

NOTE.—Percentage of attendance is based on the relation of average daily attendance to average number belonging.

No. 5.—Enrollment by months.

[A table showing, by divisions and for the Islands, the monthly enrollment during the school year 1909-10.]

Division.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.
Manila	10,865	12,026	12,201	12,036	12,122	12,173	11,563	11,744	11,186	10,882
Albay	1,721	9,425	11,330	12,063	12,045	11,873	11,524	11,821	11,457	11,185
Antique	6,158	7,628	8,028	9,391	8,957	7,931	1,528	8,806	9,996	9,845
Bataan	116	2,155	2,386	2,483	2,395	2,287	1,920	2,063	2,047	1,812
Batangas	7,116	8,661	9,128	8,487	2,144	9,951	9,735	10,572	10,679	10,883
Bohol	219	17,514	21,285	22,617	23,644	25,010	25,008	25,577	26,050	25,688
Bulacan	10,710	12,018	12,977	13,561	13,997	13,496	1,729	12,738	10,565	13,068
Cagayan	5,426	8,262	9,559	10,416	10,532	10,306	9,943	10,294	13,057	10,342
Camarines	7,888	10,212	10,899	10,995	10,948	10,881	10,386	10,692	10,972	10,830
Capiz	13,659	16,287	18,604	19,099	17,737	15,255	1,057	17,458	19,733	19,754
Cavite	7,465	8,467	8,847	8,907	7,134	9,302	8,977	3,228	8,513	8,415
Cebu	23,353	31,391	35,991	37,680	39,620	39,564	39,441	38,415	40,510	39,896
Ilocos Norte	12,453	13,555	13,695	14,508	14,490	14,382	587	13,033	13,851	13,900
Ilocos Sur	11,438	12,905	12,503	12,490	12,594	11,962	9,909	12,251	12,484	12,332
Iloilo	17,148	18,894	19,358	19,538	19,081	18,116	17,219	17,482	18,114	17,640
Isabela	2,813	3,211	3,348	3,342	3,232	2,753	7,481	2,726	2,854	2,840
Laguna	521	6,103	7,361	7,757	7,839	7,759	710	7,288	7,387	7,174
Leyte	19,153	22,928	24,545	24,948	24,323	22,171	658	22,120	23,942	23,819
Mindoro	1,370	2,505	2,965	2,811	268	195	202	3,079	3,377	3,328
Misamis	6,142	7,797	8,501	8,411	8,260	7,719	1,189	8,142	8,857	8,653
Mountain	899	2,846	3,319	3,253	2,919	2,483	2,305	2,641	2,709	2,723
Occidental Negros	14,995	17,230	18,458	18,821	17,615	14,970	2,097	16,256	17,836	17,633
Oriental Negros	123	5,912	13,664	15,108	15,657	15,693	15,322	15,459	15,122	14,233
Nueva Ecija	8,950	10,036	10,236	10,765	11,098	8,228	551	10,245	10,362	10,346
Nueva Vizcaya	2,169	2,286	2,390	2,358	2,371	2,439	2,309	1,942	2,102	2,141
Palawan	118	1,537	1,715	1,886	2,158	2,491	2,535	2,724	2,842	2,708
Pampanga	12,265	14,286	14,762	14,930	14,984	14,507	1,800	13,823	13,709	13,526
Pangasinan	27,217	31,598	34,439	36,419	35,846	30,645	8,173	29,616	34,527	34,968
Rizal	7,179	8,248	8,613	8,751	8,713	8,327	7,821	7,623	7,427	7,192
Samar	10,767	13,765	16,603	17,279	16,881	15,263	13,36	14,004	15,302	15,405
Sorsogon	7,540	8,882	9,501	9,881	9,795	9,445	8,969	8,894	8,955	8,767
Surigao	341	2,549	8,735	10,125	10,500	10,654	10,148	8,713	10,226	10,199
Tarlac	10,635	12,006	12,361	12,658	12,388	2,225	1,868	11,512	11,611	11,473
Tayabas	10,103	10,753	12,508	12,607	12,474	11,744	11,244	13,272	14,038	13,659
Union	751	8,533	10,024	10,562	10,626	10,353	10,458	10,463	10,347	10,079
Zambales	2,846	3,122	3,323	3,543	3,672	3,635	3,414	3,724	4,028	4,047
Normal	845	904	936	914	907	899	874	698	689	691
Trade	285	314	304	303	306	319	320	301	294	294
Commerce	326	318	225	221	211	241	236	227	214	202
Deaf and Blind	17	19	19	19	19	19	19	19	161	165
Junior College										167
Total	286,055	387,088	436,646	451,938	440,497	397,646	275,165	421,796	448,131	442,224

NOTE.—Low enrollment for December was due to the fact that Normal Institutes were in session in thirteen provinces.

No. 6.—*Daily attendance, by months.*

[A table showing, by divisions and for the Islands, the average daily attendance during the school year 1909–10.]

Division.	June.	July.	August.	September.	October.	November.	December.	January.	February.	March.
Manila	9,232	10,671	11,028	10,893	11,045	10,788	10,537	10,354	10,278	10,096
Albay	1,370	7,430	9,350	9,936	9,625	8,995	8,891	8,816	8,983	8,823
Antique	4,673	5,773	7,388	7,561	6,338	5,554	1,150	6,601	8,093	8,230
Bataan	107	1,499	1,744	2,001	1,794	1,659	1,278	1,502	1,517	1,413
Batangas	5,455	6,763	7,409	6,316	1,902	6,638	8,075	8,242	8,759	8,752
Bohol	196	12,651	16,996	18,284	18,867	19,601	19,287	19,630	20,916	21,517
Bulacan	8,365	9,744	10,592	11,324	11,514	11,449	1,500	9,966	8,402	11,245
Cagayan	4,515	6,519	7,683	8,423	8,368	8,055	7,798	7,753	10,902	8,649
Camarines	5,501	8,211	8,578	8,597	8,423	8,073	8,039	7,784	8,500	8,410
Capiz	9,536	11,888	14,262	14,580	12,053	9,253	9,98	12,178	15,133	15,802
Cavite	5,892	6,905	7,553	7,550	6,092	7,680	7,433	2,836	7,087	7,491
Cebu	18,941	24,127	27,498	27,747	29,219	29,275	29,289	27,373	30,072	30,314
Ilocos Norte	9,638	10,600	10,633	11,534	11,076	11,231	542	8,743	10,678	11,033
Ilocos Sur	9,187	10,238	9,830	10,470	10,457	9,049	7,319	9,863	10,576	10,535
Iloilo	13,516	15,050	15,580	15,802	15,110	13,807	13,105	13,192	15,333	14,828
Isabela	2,154	2,570	2,656	2,532	2,472	1,951	5,944	1,901	2,260	2,168
Laguna	439	5,251	6,236	6,604	6,559	6,803	586	5,654	5,903	6,093
Leyte	14,036	18,278	19,791	20,048	19,226	16,240	595	15,625	18,351	19,194
Mindoro	985	1,888	2,269	2,164	232	163	175	2,235	2,654	2,601
Misamis	4,480	5,928	6,298	6,033	5,514	4,875	991	4,654	6,533	6,390
Mountain	673	2,255	2,812	2,682	2,463	2,126	1,980	2,124	2,320	2,391
Occidental Negros	11,584	13,236	14,430	14,540	12,918	10,648	1,603	11,640	13,938	14,088
Oriental Negros	103	4,566	9,962	10,747	11,253	11,093	10,946	10,502	10,584	10,391
Nueva Ecija	6,845	8,120	7,723	8,475	8,755	7,001	425	6,230	8,171	8,204
Nueva Vizcaya	1,881	1,996	2,067	2,087	2,095	2,084	2,030	1,519	1,748	1,920
Palawan	105	1,262	1,444	1,578	1,834	1,994	2,155	2,305	2,422	2,287
Pampanga	9,686	11,706	11,916	12,172	12,454	12,401	1,561	10,342	11,135	10,844
Pangasinan	20,242	25,586	28,058	30,466	29,188	7,951	6,622	19,586	28,544	30,100
Rizal	5,595	6,782	7,011	7,194	7,140	6,720	5,692	6,071	6,030	6,163
Samar	8,627	11,533	13,811	14,447	13,824	12,041	11,217	10,731	12,336	12,918
Sorsogon	5,593	7,229	7,607	7,936	7,947	6,880	6,529	6,286	6,792	6,704
Surigao	316	2,123	6,692	7,994	8,069	7,660	6,886	5,586	7,319	7,595
Tarlac	8,221	9,921	10,002	10,199	10,221	1,789	1,348	7,160	9,193	9,533
Tayabas	8,320	9,126	10,707	10,947	10,472	9,106	8,771	10,713	12,035	11,977
Union	720	6,493	8,856	9,661	9,721	9,591	7,739	9,611	9,781	9,738
Zambales	2,342	2,724	2,918	3,125	3,286	3,134	2,908	2,938	3,473	3,662
Normal	760	840	890	892	887	864	830	676	663	680
Trade	236	276	286	291	296	304	297	290	287	290
Commerce	287	264	202	197	183	206	216	202	192	187
Deaf and Blind	17	19	19	19	19	19	19	19	19	19
Junior College								156	162	164
Total	220,371	308,036	350,737	364,048	348,906	304,251	215,246	309,620	358,055	363,420

NOTE.—Low attendance for December was due to the fact that Normal Institutes were in session in thirteen provinces.

No. 7.—*Enrollment by sexes and courses.*

[A table showing the enrollment by sexes in the different courses of study during the month of September, 1909.]

Course of study.	Males.	Females.	Total.
Primary	262,459	170,126	432,585
Intermediate	18,179	3,719	16,898
Secondary	2,037	418	2,455
Total	277,675	174,263	451,938

The proportion of males to females is as 3 is to 2.

No. 8.—Enrollment by grades.

[A table showing, by divisions and for the Islands, the enrollment by grades during the month of September, 1909.]

Division.	Primary grades.				
	I.	II.	III.	IV.	Total.
Manila	5,124	2,435	1,626	979	10,164
Albay	5,559	2,910	1,898	898	11,265
Antique	6,013	2,042	843	258	9,151
Bataan	1,565	492	242	64	2,363
Batangas	4,660	1,559	1,053	416	7,688
Bohol	15,136	4,969	1,769	518	22,392
Bulacan	7,920	2,754	1,430	591	12,695
Cagayan	6,418	2,139	900	412	9,869
Camarines	6,284	2,578	1,169	414	10,445
Capiz	11,828	4,475	1,748	625	18,676
Cavite	4,923	2,108	1,095	350	8,476
Cebu	26,089	7,448	2,678	934	37,149
Ilocos Norte	8,936	3,317	1,096	557	13,906
Ilocos Sur	6,584	2,605	1,632	689	11,510
Iloilo	10,758	4,283	2,198	1,258	18,492
Isabela	1,647	764	508	237	3,156
Laguna	4,070	1,543	1,140	439	7,192
Leyte	15,838	5,261	2,375	916	24,390
Mindoro	1,912	474	259	91	2,736
Misamis	5,333	1,601	925	347	8,206
Mountain	2,298	603	206	98	3,205
Occidental Negros	11,903	4,192	1,575	611	18,281
Oriental Negros	10,126	3,133	1,408	328	14,995
Nueva Ecija	6,284	2,392	1,124	410	10,210
Nueva Vizcaya	1,266	586	308	93	2,253
Palawan	1,099	481	171	71	1,822
Pampanga	9,428	2,837	1,366	542	14,173
Pangasinan	24,254	7,015	2,886	1,138	35,298
Rizal	5,008	1,934	955	422	8,319
Samar	9,944	4,618	1,681	750	16,998
Sorsogon	5,861	2,130	1,100	466	9,557
Surigao	6,761	1,864	858	418	9,901
Tarlac	8,580	1,929	1,107	553	12,169
Tayabas	7,244	2,749	1,285	640	11,918
Union	6,529	2,059	967	471	10,026
Zambales	1,865	843	372	215	3,295
Normal	58	51	52	48	204
Trade				31	31
Commerce					
Deaf and Blind	8	4	5	2	19
Junior College					
Total	275,108	95,177	44,010	18,290	432,585

No. 8.—*Enrollment by grades*—Continued.

Division.	Intermediate grades.				Years in high schools.					Total.
	V.	VI.	VII.	Total.	1.	2.	3.	4.	Total.	
Manila	629	368	310	1,307	231	145	103	86	565	12,036
Albay	423	245	108	776	22	—	—	—	22	12,063
Antique	134	67	22	223	17	—	—	—	17	9,391
Bataan	47	54	19	120	—	—	—	—	—	2,483
Batangas	259	273	242	774	25	—	—	—	25	8,487
Bohol	143	55	27	225	—	—	—	—	—	22,617
Bulacan	284	306	146	736	66	30	19	15	130	13,561
Cagayan	242	178	70	490	25	20	12	—	57	10,416
Camarines	311	138	78	527	23	—	—	—	23	10,995
Capiz	248	87	62	397	26	—	—	—	26	19,099
Cavite	174	119	96	389	35	—	—	7	42	8,907
Cebu	304	100	79	483	31	17	—	—	43	37,680
Ilocos Norte	286	201	71	558	39	5	—	—	44	14,508
Ilocos Sur	366	325	182	873	71	26	10	—	107	12,490
Iloilo	528	239	138	905	87	32	22	—	141	19,538
Isabela	103	67	16	186	—	—	—	—	—	3,342
Laguna	254	171	109	534	31	—	—	—	31	7,757
Leyte	318	135	77	520	28	—	—	—	28	24,948
Mindoro	46	13	16	75	—	—	—	—	—	2,811
Misamis	134	52	11	197	8	—	—	—	8	8,411
Mountain	31	17	—	48	—	—	—	—	—	3,253
Occidental Negros	296	105	78	479	29	12	14	6	61	18,821
Oriental Negros	44	34	25	103	10	—	—	—	10	15,108
Nueva Ecija	231	159	130	520	26	9	—	—	35	10,765
Nueva Vizcaya	54	25	16	95	10	—	—	—	10	2,358
Palawan	25	15	19	59	5	—	—	—	5	1,886
Pampanga	287	248	147	682	37	25	13	—	75	14,930
Pangasinan	704	260	129	1,093	33	—	—	—	33	36,419
Rizal	179	134	117	430	1	1	—	—	2	8,751
Samar	136	78	51	265	21	—	—	—	21	17,279
Sorsogon	175	97	38	310	14	—	—	—	14	9,881
Surigao	118	58	32	208	10	3	3	—	16	10,125
Tarlac	232	141	74	447	28	9	—	—	37	12,653
Tayabas	203	259	167	629	35	12	4	9	60	12,607
Union	218	182	103	503	33	—	—	—	33	10,562
Zambales	119	54	50	223	15	10	—	—	25	3,543
Normal	66	70	63	199	223	124	110	54	511	914
Trade	76	64	54	194	56	13	9	—	78	303
Commerce	4	68	34	106	72	43	—	—	115	221
Deaf and Blind	—	—	—	—	—	—	—	—	—	19
Junior College	—	—	—	—	—	—	—	—	—	—
Total	8,431	5,261	3,206	16,898	1,423	536	319	177	2,455	451,938

No. 9.—*Promotions.*
[A table showing, by divisions and for the Islands, the promotions in the various grades during the school year 1909-10.]

Division.	Primary grades.				Intermediate grades.				Years of high school.				Total.
	I to II.	II to III.	III to IV.	IV to V.	V to VI.	VI to VII.	VII to first year.	First to second year.	Second to third year.	Third to fourth year.	Fourth to fourth year.		
Manila	2,297	1,101	884	700	616	457	287	204	162	125	71	6,894	6,777
Albay	2,858	2,037	941	742	255	145	12	12	4	4	2,752	6,777	6,777
Antique	1,459	632	361	133	31	35	29	14	14	14	14	3,128	3,128
Batangas	2,263	108	108	31	35	29	14	14	14	14	14	640	640
Bohol	1,262	949	273	160	171	159	140	140	140	140	140	7,999	7,999
Cebu	4,924	2,070	514	236	168	59	28	28	28	28	28	4,580	4,580
Capiz	2,006	1,222	458	380	179	128	79	79	79	79	79	2,545	2,545
Cagayan	996	702	372	150	186	136	99	99	99	99	99	4,459	4,459
Camarines	4,811	2,029	796	386	253	105	51	51	51	51	51	7,018	7,018
Cavite	3,645	1,932	877	326	122	56	45	45	45	45	45	3,269	3,269
Cebu	1,109	904	576	297	156	83	20	20	20	20	20	12,256	12,256
Ilocos Norte	6,580	3,604	1,188	483	261	92	63	63	63	63	63	5,099	5,099
Ilocos Sur	2,695	1,295	561	296	131	57	38	38	38	38	38	5,172	5,172
Iloilo	1,718	1,369	907	427	330	241	154	154	154	154	154	6,381	6,381
Isabela	2,870	1,611	907	468	272	124	61	61	61	61	61	1,230	1,230
Laguna	443	305	214	124	86	43	15	15	15	15	15	3,257	3,257
Leyte	1,288	768	563	259	191	111	88	88	88	88	88	10,023	10,023
Mindoro	5,212	2,703	1,131	545	271	91	56	56	56	56	56	1,284	1,284
Misamis	762	271	119	45	45	15	15	15	15	15	15	2,012	2,012
Mountain	1,101	562	187	113	28	13	4	4	4	4	4	1,416	1,416
Occidental Negros	749	350	202	53	32	20	10	10	10	10	10	6,498	6,498
Samar	3,237	1,641	768	475	232	60	37	37	37	37	37	6,369	6,369
Nueva Ecija	1,673	780	308	142	22	20	10	10	10	10	10	847	847
Nueva Vizcaya	1,265	862	614	270	229	106	99	99	99	99	99	1,354	1,354
Palawan	409	124	68	17	5	9	4	4	4	4	4	5,335	5,335
Pampanga	739	364	141	54	23	11	18	18	18	18	18	11,354	11,354
Pangasinan	5,042	3,491	1,404	209	187	128	75	75	75	75	75	3,198	3,198
Rizal	1,725	668	492	197	117	66	30	30	30	30	30	10,891	10,891
Samar	6,328	2,608	1,157	382	69	39	22	22	22	22	22	1,809	1,809
Sorsogon	805	508	276	85	62	58	14	14	14	14	14	2,965	2,965
Surigao	1,631	804	285	108	69	33	16	16	16	16	16	4,480	4,480
Tarlac	1,986	1,167	641	336	154	110	45	45	45	45	45	5,294	5,294
Tayabas	1,823	1,415	1,276	301	188	145	109	109	109	109	109	3,973	3,973
Zambales	1,614	964	614	359	180	157	65	65	65	65	65	1,292	1,292
Normal	572	281	192	111	73	30	24	24	24	24	24	5,008	5,008
Trade	45	36	40	39	56	62	38	38	38	38	38	114	114
Commerce				12	33	32	14	14	14	14	14	89	89
Total	80,440	43,688	20,961	9,982	6,030	3,440	2,108	765	765	765	765	168,212	168,212

No. 10.—Promotions for the last three years.

A table showing the average daily attendance, promotions and percentages of promotions for the Islands, by grades, for the three school years, 1897-1910.]

Course-----	Grade -----	Primary.			Intermediate.			Secondary.			Total.	
		I.	II.	III.	IV.	V.	VI.	VII.	First year.	Second year.	Third year.	
1907-8.												
Average daily attendance.		165,657	55,631	20,418	11,114	5,754	3,850	1,470	450	305	146	12
Promotions		63,178	31,101	13,848	4,954	3,661	2,274	1,051	438	191	89	11
Percentage of promotions		38	55	68	45	63	53	71	38	63	55	91
1908-9.												
Average daily attendance.		177,245	68,916	27,312	13,500	5,230	3,812	1,998	870	430	168	144
Promotions		72,215	34,548	11,361	7,273	4,395	3,070	1,529	616	366	164	88
Percentage of promotions		41	50	42	54	84	81	77	71	85	97	61
1909-10.												
Average daily attendance.		191,498	60,930	31,461	14,062	7,600	4,234	2,480	1,127	490	286	166
Promotions		80,440	43,688	20,961	9,982	6,080	3,440	2,108	765	392	274	122
Percentage of promotions		42	72	72	67	79	81	71	68	80	96	54

No. 11.—*Occupations of intermediate graduates.*

A table showing, by divisions and for the Islands, the present whereabouts and occupations of intermediate graduates.]

Antique	28	2	1	2	3	14	11	6	4	6	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Bataan	41	48	1	2	1	2	3	2	1	4	1	13	1	1	7	9	123	8	28	1	1	1	1	1	1	
Batangas	4	12	19	—	4	2	9	149	23	2	1	1	1	1	1	1	22	2	460	2	1	22	2	1	74	
Bolton	—	—	—	—	—	—	7	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Bulacan	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cagayan	30	4	—	—	1	1	22	1	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Camarines	25	1	—	—	1	1	26	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Capiz	22	23	17	2	—	1	15	15	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cavite	75	12	3	2	—	1	55	64	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cebu	56	5	2	5	—	1	6	6	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Cebu-Norte	1	9	136	5	1	—	19	6	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Ilocos Sur	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Iloilo	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Isabela	16	5	—	—	1	11	5	4	15	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Laguna	31	84	7	1	11	5	4	73	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Leite	19	10	9	—	3	—	41	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mindoro	—	4	—	1	2	—	8	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Misamis	12	3	4	—	—	—	1	9	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Mountain Negros	—	—	—	3	3	11	5	—	29	26	1	—	2	1	1	—	8	—	—	—	—	—	—	—	—	—
Oriental Negros	1	64	—	3	3	11	5	—	2	12	—	1	1	1	1	—	1	1	—	1	3	30	3	3	212	
Occidental Negros	28	4	2	1	2	—	1	—	19	5	—	1	1	4	—	1	14	6	—	5	1	13	—	—	56	
Nueva Ecija	130	16	1	—	14	9	3	19	5	—	1	1	4	—	1	—	14	6	—	2	1	1	—	—	244	
Nueva Vizcaya	17	2	—	—	1	—	1	1	—	13	3	—	1	2	—	1	1	5	—	2	1	—	3	—	32	
Pelawian	1	2	—	—	1	—	—	—	—	22	9	—	1	1	—	1	5	—	1	1	4	—	8	3	28	
Pampanga	60	20	3	—	—	—	—	—	12	—	—	—	26	1	—	2	—	26	1	—	6	2	25	11	2	236
Pangasinan	184	4	1	—	1	—	49	11	—	3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Rizal	84	14	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Samar	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Sorsogon	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Surigao	3	52	1	1	—	1	7	1	—	1	—	1	—	1	—	1	—	1	—	1	—	1	—	1	—	1
Tarlac	97	12	—	1	—	1	41	7	—	—	—	—	—	—	—	—	6	1	1	15	9	—	8	—	168	
Tayabas	117	32	8	10	2	2	84	12	—	—	—	—	—	—	—	—	9	1	1	15	9	2	8	—	330	
Union	—	—	—	—	—	—	74	62	—	—	—	—	—	—	—	—	2	11	—	1	—	9	2	164	—	—
Zambales	1	49	10	—	1	—	8	—	—	—	—	—	—	—	—	—	6	1	—	2	4	14	4	216	—	—
Normal	3	2	94	4	7	—	17	46	—	—	—	—	—	—	—	—	18	—	—	—	—	—	—	—	—	—
Trade	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	11	—	—	—	4	—	—	—	68
Commerce	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Deaf and Blind	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total	14	22	1,276	518	52	84	51	120	23	935	238	5	2	38	17	7	30	26	209	28	12	64	156	331	45	4,330

NOTE.—No statistics are available for the divisions left blank.

No. 12.—*Total population and school attendance.*

[A table showing, by divisions and for the Islands, the relation of total population and school population to school enrollment, for the school year, 1909-10.]

Division.	Total population.	School population.	Proposed school attendance.	Average monthly enrollment.	Percentage of total population in school.	Percentage of school population in school.	Relation of average monthly enrollment to proposed school attendance.
<i>Per cent.</i>							
Manila	235,000	39,166	13,056	11,680	5	30	89
Albay	239,434	39,905	13,302	11,414	5	29	86
Antique	134,166	22,361	7,454	8,638	6	39	116
Bataan	45,166	7,527	2,509	2,172	5	28	87
Batangas	257,714	42,952	14,317	9,412	4	22	85
Bohol	269,324	44,887	14,962	23,598	9	53	157
Bulacan	223,327	37,221	12,407	18,845	6	37	112
Cagayan	152,825	25,471	8,490	9,565	6	38	113
Camarines	233,472	38,912	12,971	10,465	4	26	79
Capiz	278,940	46,490	15,497	17,510	6	38	114
Cavite	134,779	22,463	7,488	7,926	5	35	106
Cebu	694,590	115,765	38,588	36,786	5	32	95
Ilocos Norte	177,667	29,611	9,870	18,761	8	47	139
Ilocos Sur	214,342	35,724	11,908	12,087	6	34	102
Iloilo	403,932	67,322	22,441	18,259	4	27	81
Isabela	68,793	11,466	3,822	3,013	4	26	78
Laguna	148,606	24,768	8,256	7,344	5	29	88
Leyte	389,631	64,989	21,646	23,105	6	36	107
Mindoro	40,659	6,777	2,259	2,776	7	41	122
Misamis	137,090	22,848	7,616	8,054	6	35	106
Mountain	257,556	42,926	14,309	2,602	1	6	18
Occidental Negros	301,618	50,270	16,757	17,090	6	34	101
Oriental Negros	184,889	30,815	10,271	14,019	8	45	136
Nueva Ecija	132,999	22,167	7,389	10,030	8	46	138
Nueva Vizcaya	22,006	3,667	1,222	2,251	10	61	184
Palawan	28,022	4,670	1,557	2,286	8	48	143
Pampanga	210,358	35,060	11,686	14,088	7	40	120
Pangasinan	439,285	73,206	24,402	33,085	7	45	136
Rizal	172,800	28,800	9,600	7,998	5	28	83
Samar	265,549	44,258	14,753	14,921	6	34	101
Sorsogon	167,806	27,968	9,323	9,063	5	33	91
Surigao	110,225	18,371	6,124	9,090	8	49	148
Tarlac	137,155	22,859	7,620	11,829	9	52	155
Tayabas	201,929	33,655	11,218	12,288	6	36	108
Union	126,294	21,019	7,016	10,183	8	48	145
Zambales	56,099	9,350	3,116	3,535	6	38	113
Normal				721			
Trade				306			
Commerce				242			
Deaf and Blind				19			
Junior College				164			
Total	7,293,997	1,215,666	405,222	427,165	6	35	105

NOTE.—Total school population, as used in this report, is one-sixth of the total population. The proposed school attendance is one-third of the school population.

No. 13.—*Normal institutes.*

[A table showing, by divisions and for the Islands, the enrollment, attendance, percentage of attendance, and the instructors, American and Filipino, in the normal institutes held during the school year 1909-10.]

Division.	Weeks in session.	Enrollment.	Attendance.	Percentage of attendance.	Instructors.	
					American.	Filipino.
Manila						
Albay	4	170	168	99	7	5
Antique	6	103	95	96	4	—
Bataan	2	47	45	95	3	—
Batangas	6	164	158	96	6	1
Bohol	4	396	366	96	8	7
Bulacan	6	161	157	98	5	3
Cagayan	2	181	170	94	5	13
Camarines	6	156	130	91	11	6
Capiz	4	326	302	95	15	3
Cavite	{ 4	39	39	100	1	5
Cebu	{ 4	103	100	97	5	5
Ilocos Norte	4	237	226	98	6	2
Ilocos Sur						
Iloilo	5	479	398	91	8	—
Isabela	6	56	54	97	3	2
Laguna	4	128	119	95	7	3
Leyte	8	311	302	97	16	2
Mindoro	13	60	57	98	3	3
Misamis	{ 8	74	57	35	2	3
Mountain	{ 3	105	102	100	5	6
Occidental Negros	{ 4	208	191	97	11	3
Oriental Negros	{ 6	281	270	97	11	1
Nueva Ecija	6	356	311	96	9	3
Nueva Vizcaya	7	161	153	99	5	2
Palawan						
Pampanga	7	211	197	94	9	—
Pangasinan	{ 8	434	433	99	14	5
Rizal	{ 5	164	148	96	8	—
Samar						
Sorsogon						
Surigao	{ 5	182	168	92	6	1
Tarlac	{ 2½	22	19	86	2	1
Tayabas	{ 8	154	148	97	6	3
Union	4	187	187	100	5	15
Zambales						
Normal	4	785	682	89	24	24
Trade	8	105	100	96	2	—
Commerce						
Deaf and Blind						
Junior College						
Total		177½	6,608	6,110	92	236
						131

No. 14.—*Attainments of Filipino teachers.*

[A table showing, by divisions and for the Islands, the scholastic attainments, the ability to teach, and the executive ability of all Filipino teachers employed during the school year 1909-10.]

Division.	Attainments, by grades.												Total.
	I.	II.	III.	IV.	V.	VI.	VII.	First.	Second.	Third.	Fourth.		
Manila				59	70	60	46	70	23	15	10		353
Albay			2		2	62	91	46	18	5			226
Antique	2				22	65	22	11	9	5			136
Bataan					1	15	24	8	1		3		52
Batangas	4				1	15	85	117	9	2	7		240
Bohol	6			28	127	127	82	17	3	1			391
Bulacan					1		23	110	47	11	2	6	200
Cagayan	10			7	43	56	44	33	5		1		199
Camarines	3	1			10	59	78	33	9		2		195
Capiz	6			21	86	82	67	53	10		3		328
Cavite	3				25	48	60	50	7		3		196
Cebu		2	25	83	290	203	88	40	2	3	2		738
Ilocos Norte					49	148	93	28	5	5	3		331
Ilocos Sur			17	20	86	39	56	29	12	9	4		272
Iloilo	32		17	67	145	173		66	9	4	11		524
Isabela	10				11	28	17	14	3				83
Laguna					9	57	51	53	7		6		183
Leyte					123	146	88	33	16	11	3		420
Mindoro	3				16	18	18	21			2		78
Misamis				4	35	42	35	14	5				135
Mountain	14	3	14	18	19	3							71
Occidental Negros					94	137	82	71	1		6		391
Oriental Negros			47	99	70	34		12	2		2		266
Nueva Ecija					21	88	90	27	6	2	5		239
Nueva Vizcaya	2		1		16	29	5	3	1				57
Palawan				1	12	6	3	19					41
Pampanga	7				3	80	117	49	3		3		262
Pangasinan	3				27	136	191	338	25	5	2		727
Rizal	3				8	19	42	102	5	2	9		190
Samar				1	76	64	66	25	3				235
Sorsogon				2	27	59	45	32	2				167
Surigao		14	12	37	71	34	33	17			2		220
Tarlac					1	77	89	59	5	3	1		235
Tayabas	31			2	25	62	38	86	6		2		252
Union	2				49	49	56	25			3		184
Zambales	2				17	18	28	22	1	2	3		93
Normal								3	2		4		9
Trade						1	6	3			1		11
Commerce								1					2
Deaf and Blind													
Junior College													
Total	157	3	60	344	1,638	2,391	2,257	1,672	224	77	109		8,932

No. 14.—*Attainments of Filipino teachers—Continued.*

Division.	Ability to teach by grades.										Executive ability.			
	I.	II.	III.	IV.	V.	VI.	VII.	First.	Second.	Total.	A.	B.	C.	Total.
Manila	143	69	75	40	12	13	1			353	307	41	5	353
Albay		61	88	43	17	11	6			226	183	30	13	226
Antique	25	64	24	15	6	2				136	125	9	2	136
Bataan	4	14	22	7	2	2	1			52	31	21		52
Batangas	4	100	69	25	41	1				240	210	26	4	240
Bohol	67	173	88	44	14	3	2			391	349	37	5	391
Bulacan	1	8	125	40	17	9				200	161	30	9	200
Cagayan	17	28	56	60	24	11	3			199	140	48	11	199
Camarines	3	12	72	65	38	5				195	148	45	2	195
Capiz	46	101	83	70	20	8				328	212	102	14	328
Cavite	27	59	46	36	5	9	14			196	170	20	6	196
Cebu	198	304	114	73	27	17	5			738	686	42	10	738
Ilocos Norte	8	219	56	29	18			1		331	300	30	1	331
Ilocos Sur	39	89	73	30	26	8	7			272	232	37	3	272
Iloilo	75	134	123	113	34	32	13			524	429	82	13	524
Isabela	19	1	22	31	19					83	31	52		83
Laguna	19	57	40	43	10	7	7			183	141	33	9	183
LeYTE	227	110	72	8		3				420	376	40	4	420
Mindoro	3	33	19	19	4					78	65	5	8	78
Misamis	8	30	55	24	13	5				135	106	23	6	135
Mountain	12	24	24	11						71	53	18		71
Occidental Negros	93	137		82	71	1	7			391	300	89	2	391
Oriental Negros	49	105	63	43		3	3			266	65	144	57	266
Nueva Ecija	6	86	77	42	16	8	4			239	205	19	15	239
Nueva Vizcaya	12	26	11	5	3					57	49	7	1	57
Palawan	7	10		8	11	5				41	41			41
Pampanga	17	114	71	33	17	8	2			262	242	15	5	262
Pangasinan	3	24	174	237	215	8	6			727	631	71	25	727
Rizal	8	22	41	108	1	4	6			190	148	36	6	190
Samar	15	43	92	58	22	4	1			235	195	38	2	235
Sorsogon	74	37	29	15	12					167	129	30	8	167
Surigao	53	69	52	32	9	4	1			220	145	64	11	220
Tarlac	58	78	54	23	17	4	1			235	214	14	7	235
Tayabas	95	76	44	29	5	3				252	213	37	2	252
Union	76	51	36	12	4	5				184	170	14		184
Zambales	18	33	9	16	14		3			93	62	30	1	93
Normal				3		1	5			9	5	4		9
Trade					2	5	4			11	6	4	1	11
Commerce						1	1	2	2					2
Deaf and Blind														
Junior College														
Total	1,193	2,671	2,284	1,696	774	206	107	1	8,932	7,277	1,387	268	8,932	

NOTE.—Executive ability: Class "A" represents the ability of a teacher to organize and supervise a class; "B," a town; "C," a district. Teachers having Grade I attainments are in most cases special industrial teachers.

No. 15.—Classification of all teachers.

[A table showing, by divisions and for the Islands, the numbers of American, Insular, municipal, and apprentice teachers on duty at the close of the school year ending April 2, 1910.]

Division.	American.						Filipino Insular.						Filipino municipal.						Apprentice.						Grand total.		
	Pri-mary.	Inter-me-diate.	Sec-ond-ary.	Super-visor.	Total.	Pri-mary.	Inter-me-diate.	Sec-ond-ary.	Super-visor.	Total.	Primary.	Inter-me-diate.	Total.	Pri-mary.	Inter-me-diate.	Total.	Male.	Fe-male.	To-tal.								
Manila	7	2	24	9	8	6	11	45	1	1	1	146	183	13	9	159	192					171	238	409			
Albay	4	8	1	1	—	8	13	8	5	2	9	8	17	2	153	52	2	155	52	2	185	62	247				
Antique	2	5	1	2	—	6	9	5	7	2	2	18	2	15	20	1	20	1	1	1	123	27	150				
Bataan	1	3	2	2	—	2	3	2	1	2	1	10	25	12	25	12	25	12	15	15	37	52	52				
Batangas	3	6	1	1	—	15	11	6	7	1	14	7	23	8	146	48	11	4	157	52	191	66	257				
Bolbol	3	4	12	12	—	15	15	4	18	2	3	23	4	23	4	211	121	18	14	18	14	267	143	410			
Bulacan	5	6	1	3	7	13	9	6	3	11	2	3	8	3	20	5	103	71	103	71	136	85	221				
Cagayan	6	4	2	5	—	13	4	7	3	6	3	11	6	113	46	113	46	114	47	1	1	151	56	207			
Camarines	2	6	1	8	—	10	6	12	4	3	5	1	16	6	113	47	1	114	47	1	140	59	199				
Capiz	8	3	1	1	14	23	4	6	3	5	4	9	20	8	220	80	220	80	263	92	355	263	355				
Cavite	2	6	1	6	9	6	5	3	6	4	6	17	91	60	60	60	60	60	60	60	122	50	202				
Cebu	3	5	2	2	18	2	23	9	25	5	9	1	1	35	5	471	196	471	196	5	7	5	7	5	7		
Ilocos Norte	3	3	2	5	12	3	9	2	7	1	3	19	5	168	62	168	62	168	62	168	62	168	62	168			
Ilocos Sur	1	11	5	1	7	20	6	47	10	7	2	3	3	52	12	129	76	129	76	129	76	129	76	129	76		
Iloilo	2	1	4	7	2	19	10	11	4	7	4	9	27	8	231	101	231	101	235	102	326	102	326	102	326		
Isabela	3	3	7	2	3	6	2	4	1	3	2	9	1	57	1	57	1	58	1	58	1	58	1	58			
Laguna	3	7	1	5	11	7	4	1	9	3	4	1	17	5	86	3	86	3	89	3	89	3	89	3	89		
Levite	7	5	1	15	23	5	16	5	1	1	23	6	17	5	255	2	255	2	257	15	405	15	405	15	405		
Mindoro	1	2	3	2	5	1	4	2	1	6	6	9	2	49	15	49	15	49	15	49	15	49	15	49			
Misamis	1	3	3	1	6	11	3	26	6	1	2	—	27	8	47	51	47	51	47	51	47	51	47	51			
Mountain Negros	3	2	1	1	6	4	37	22	2	1	1	—	39	22	6	3	3	3	3	3	3	3	3	3			
Oriental Negros	3	2	3	1	10	13	3	15	4	1	1	3	2	29	12	202	70	202	70	202	70	202	70	202			
Nueva Ecija	5	4	1	4	—	10	4	11	8	1	4	—	23	1	112	43	112	43	113	44	113	44	113	44			
Nueva Vizcaya	2	1	1	1	2	1	4	1	16	4	1	—	17	4	15	12	15	12	15	12	15	12	15	12			
Palawan	3	1	1	2	5	1	4	1	1	1	1	—	16	6	18	6	18	6	19	6	19	6	19	6			
Pampanga	5	7	3	2	5	17	7	17	7	17	7	16	6	3	26	6	149	80	1	150	80	1	150	80			
Pangasinan	7	4	1	8	25	5	11	2	13	6	19	6	19	6	452	5	452	5	457	5	457	5	457	5	457		
Samar	1	4	7	3	7	8	10	3	4	1	4	—	4	1	21	4	21	4	55	78	78	78	78	78			
Sorsogon	3	2	1	1	14	18	4	15	4	1	1	12	8	28	5	168	34	168	34	168	34	168	34				
Surigao	6	2	1	7	14	18	4	15	4	1	1	12	8	8	13	120	32	120	32	120	32	120	32				
Tarlac	5	1	2	13	20	2	1	54	5	3	5	5	5	5	57	5	79	48	79	48	147	83	181				
Tayabas	8	1	3	1	5	9	6	4	1	8	2	4	1	8	2	159	24	159	24	159	24	159	24				
Union	6	5	1	2	5	12	5	14	1	5	1	5	9	9	9	9	18	1	121	100	100	100	100				

Zambales	1	4	2	4	7	4	13	4	7	17	7	58	16	58	16	82	20	102
Normal	2	6	11	---	8	17	---	1	7	2	11	---	---	---	---	10	24	34
Trade	8	2	1	---	9	2	---	6	6	1	1	1	---	---	---	20	2	22
Commerce	2	2	3	4	1	6	6	1	1	2	---	---	---	---	8	6	14	
Deaf and Blind	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	6	3	9
Junior College	---	---	---	---	6	3	---	6	3	---	---	---	---	---	---	6	3	9
Total	4	13	154	176	62	40	273	10	493	239	465	104	211	82	2	145	1	823
																187	4,907	2,194
																4,359	2,194	48
																19	4,907	2,194
																6	9	102
																43	6,325	2,682
																	9,007	

Note.—American teachers receive salary from the Insular Government. Filipino Insular teachers receive salary from the Insular Government. Filipino Municipal teachers receive salary from the towns which employ them. Apprentice teachers are Filipinos serving without pay.

No. 16.—*Filipino Insular teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino Insular teachers, March, 1910.]

Division.	Insular male.			Insular female.			Male and female.		
	Number.	Average salaries.	Total salaries.	Number.	Average salaries.	Total salaries.	Total number.	Average Insular.	Total Insular.
Manila	1	₱ 40.00	₱ 40.00	1	₱ 110.00	₱ 110.00	2	₱ 75.00	₱ 150.00
Albay	17	59.15	1,095.55	2	55.00	110.00	19	58.71	1,115.55
Antique	18	43.48	782.64	2	35.00	70.00	20	42.63	852.64
Bataan	10	49.00	490.00				10	49.00	490.00
Batangas	23	53.91	1,239.93	8	55.00	440.00	31	54.19	1,679.93
Bohol	23	40.22	925.06	4	30.00	120.00	27	38.71	1,045.06
Bulacan	20	66.00	1,320.00	5	56.00	280.00	25	64.00	1,600.00
Cagayan	24	44.16	1,059.84	6	37.50	225.00	30	42.83	1,284.84
Camarines	16	40.00	610.00	6	49.00	294.00	22	42.45	934.00
Capiz	20	53.71	1,074.20	8	55.84	446.72	28	54.32	1,520.92
Cavite	15	61.16	917.40	9	51.00	459.00	24	57.35	1,376.40
Cebu	35	43.26	1,514.10	5	38.00	190.00	40	42.60	1,704.10
Ilocos Norte	19	47.78	907.82	3	46.66	139.98	22	47.63	1,047.80
Ilocos Sur	51	36.30	1,851.30	13	51.92	674.96	64	39.47	2,526.26
Iloilo	27	55.52	1,499.04	8	51.88	415.24	35	54.69	1,911.28
Isabela	9	37.00	333.00	1	40.00	40.00	10	37.30	373.00
Laguna	17	61.20	1,040.40	5	50.00	250.00	22	58.65	1,290.40
Leyte	23	43.04	989.92	2	40.00	80.00	25	42.80	1,069.92
Mindoro	9	42.50	382.50	2	35.00	70.00	11	41.14	452.50
Misamis	26	41.76	1,085.76	9	29.00	261.00	35	38.48	1,346.76
Mountain	40	24.98	999.20	21	14.69	308.49	61	21.44	1,307.69
Occidental Negros	29	49.31	1,429.99	12	50.42	605.04	41	49.63	2,035.03
Oriental Negros	19	32.71	621.49	5	48.00	240.00	24	35.90	861.49
Nueva Ecija	23	56.30	1,294.90	1	60.00	60.00	24	56.45	1,354.90
Nueva Vizcaya	17	25.59	435.03	4	11.00	44.00	21	22.81	479.03
Palawan	16	40.83	653.28				16	40.83	653.28
Pampanga	26	53.15	1,381.90	6	37.50	225.00	32	50.22	1,606.90
Pangasinan	43	51.96	2,234.28	8	55.00	440.00	51	52.44	2,674.28
Rizal	21	52.57	1,103.97	4	45.00	180.00	25	51.36	1,283.97
Samar	27	36.60	988.20	6	42.50	255.00	33	37.67	1,243.20
Sorsogon	13	42.92	558.00				13	42.92	558.00
Surigao	57	29.00	1,653.00	5	37.50	187.50	62	29.69	1,840.50
Tarlac	16	51.56	824.96	3	45.00	135.00	19	50.53	959.96
Tayabas	18	52.22	938.96	9	48.78	439.02	27	51.07	1,378.98
Union	19	40.63	771.97	1	35.00	35.00	20	40.35	806.97
Zambales	17	45.12	767.04				17	45.12	767.04
Normal	2	95.00	190.00	7	57.14	400.00	9	65.56	590.00
Trade	11	73.64	810.00				11	73.64	810.00
Commerce	2	60.00	120.00				2	60.00	120.00
Deaf and Blind									
Junior College									
Total	819	45.02	36,875.63	191	43.32	8,229.95	1,010	44.66	45,105.58

No. 17.—*Regular municipal teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino regular municipal teachers, March, 1910.]

Division.	Male.			Female.			Male and female.	
	Number.	Average salaries.	Total salaries.	Number.	Average salaries.	Total salaries.	Number.	Total average salaries.
Manila	81	₱74.00	₱5,994.00	72	₱68.00	₱4,896.00	153	₱71.18
Albay	149	23.47	3,497.03	53	22.76	1,206.28	202	23.28
Antique	93	14.64	1,361.52	21	14.50	304.50	114	14.61
Bataan	20	20.00	400.00	12	19.00	228.00	32	19.62
Batangas	152	21.51	3,269.52	53	24.83	1,315.99	205	22.37
Bohol	182	11.52	2,046.64	108	11.17	1,206.36	290	11.39
Bulacan	75	23.57	1,767.75	55	24.20	1,331.00	130	23.84
Cagayan	113	17.20	1,943.60	46	15.70	722.20	159	16.76
Camarines	109	20.34	2,217.06	47	21.40	1,005.80	156	20.66
Capiz	31	17.32	536.92	10	19.33	193.30	41	17.81
Cavite	80	20.47	1,637.60	56	18.85	1,055.60	136	19.80
Cebu	178	15.61	2,778.58	78	15.93	1,242.54	256	15.71
Ilocos Norte	161	11.01	1,805.61	55	11.08	609.40	219	11.08
Ilocos Sur	121	15.16	1,884.36	84	15.00	1,260.00	205	15.09
Iloilo	235	17.04	4,004.40	103	16.78	1,728.34	338	16.96
Isabela	48	19.75	948.60	10	18.45	184.50	58	19.52
Laguna	67	22.00	1,474.00	33	20.50	676.50	100	21.51
Leyte	187	17.32	3,238.84	59	14.86	876.74	246	16.73
Mindoro	47	14.55	683.85	15	14.37	215.50	62	14.51
Misamis	24	19.48	467.52	23	19.30	443.90	47	19.39
Mountain	6	13.66	81.96	3	15.00	45.00	9	14.11
Occidental Negros	182	17.03	3,099.46	61	15.79	963.19	243	16.72
Oriental Negros	88	12.63	1,111.44	54	11.39	615.06	142	12.16
Nueva Ecija	108	16.66	1,799.28	43	16.02	688.86	151	16.48
Nueva Vizcaya	11	13.73	151.03	9	14.78	133.02	20	14.20
Palawan	10	24.46	244.60	4	23.83	95.32	14	24.28
Pampanga	104	22.76	2,367.04	64	21.21	1,357.44	168	22.17
Pangasinan	119	23.49	2,795.31	36	23.28	888.08	155	23.44
Rizal	52	25.27	1,314.04	77	22.59	1,739.43	129	23.67
Samar	29	18.74	543.46	6	14.50	87.00	35	18.01
Sorsogon	90	20.68	1,856.70	29	20.77	602.33	119	20.66
Surigao	26	15.61	405.86	18	14.00	252.00	44	14.95
Tarlac	91	17.87	1,626.17	17	16.00	272.00	108	17.58
Tayabas	111	21.65	2,403.15	82	20.64	1,692.48	193	21.22
Union	115	12.16	1,398.40	45	10.57	475.65	160	11.71
Zambales	52	18.75	715.00	15	11.18	167.70	67	13.17
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	3,350	19.07	63,870.33	1,556	19.75	30,727.01	4,906	19.28

No. 18.—Temporary municipal teachers' salaries.

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino temporary municipal teachers, March, 1910.]

Division.	Male.			Female.			Male and female.	
	Number.	Average salaries.	Total salaries.	Number.	Average salaries.	Total salaries.	Number.	Total average salaries.
Manila -----	72	₱40.00	₱2,880.00	126	₱33.00	₱4,158.00	198	₱35.54
Albay -----	4	16.25	65.00	1	20.00	20.00	5	17.00
Antique -----	1	30.00	30.00	-----	-----	-----	1	30.00
Bataan -----	5	16.00	80.00	-----	-----	-----	5	16.00
Batangas -----	2	17.50	35.00	2	17.50	35.00	4	17.50
Bohol -----	29	14.22	412.38	13	13.84	179.92	42	14.10
Bulacan -----	28	18.17	508.76	16	18.75	300.00	44	18.38
Cagayan -----	-----	-----	-----	-----	-----	-----	-----	-----
Camarines -----	5	13.50	67.50	-----	-----	-----	5	13.50
Capiz -----	189	12.91	2,439.99	70	12.40	868.00	259	12.77
Cavite -----	11	16.58	182.38	4	14.50	58.00	15	16.03
Cebu -----	288	12.21	3,516.48	123	13.58	1,670.34	411	12.62
Ilocos Norte -----	4	22.50	90.00	7	11.40	79.80	11	15.44
Ilocos Sur -----	-----	-----	-----	-----	-----	-----	-----	-----
Iloilo -----	-----	-----	-----	-----	-----	-----	-----	-----
Isabela -----	10	19.69	196.90	5	16.00	80.00	15	18.46
Laguna -----	22	17.60	387.20	20	13.80	276.00	42	15.79
Leyte -----	70	14.31	1,001.70	36	11.36	408.96	106	13.31
Mindoro -----	2	20.00	40.00	-----	-----	-----	2	20.00
Misamis -----	24	18.33	439.92	27	15.93	430.11	51	17.06
Mountain -----	-----	-----	-----	-----	-----	-----	-----	-----
Occidental Negros -----	21	14.19	297.99	9	13.78	124.02	30	14.07
Oriental Negros -----	34	8.31	282.54	20	8.90	178.00	54	8.53
Nueva Ecija -----	4	14.50	58.00	2	12.50	25.00	6	13.83
Nueva Vizcaya -----	4	10.00	40.00	3	10.00	30.00	7	10.00
Palawan -----	8	18.05	144.40	3	23.67	71.01	11	19.58
Pampanga -----	42	17.55	737.10	20	16.38	327.60	62	17.17
Pangasinan -----	338	16.15	5,458.70	88	15.93	1,401.84	426	16.10
Rizal -----	3	22.59	67.77	1	15.00	15.00	4	20.69
Samar -----	139	13.50	1,876.50	28	12.02	336.56	167	13.25
Sorsogon -----	30	16.83	504.90	3	20.00	60.00	33	17.12
Surigao -----	53	11.15	590.95	31	10.27	318.37	84	10.83
Tarlac -----	70	13.80	966.00	7	13.71	95.97	77	13.79
Tayabas -----	10	22.25	222.50	18	19.18	344.24	28	20.24
Union -----	1	10.66	10.66	1	11.00	11.00	2	10.83
Zambales -----	6	11.83	70.98	1	10.00	10.00	7	11.57
Normal -----	-----	-----	-----	-----	-----	-----	-----	-----
Trade -----	-----	-----	-----	-----	-----	-----	-----	-----
Commerce -----	-----	-----	-----	-----	-----	-----	-----	-----
Deaf and Blind -----	-----	-----	-----	-----	-----	-----	-----	-----
Junior College -----	-----	-----	-----	-----	-----	-----	-----	-----
Total -----	1,529	15.50	23,702.20	685	17.89	11,912.74	2,214	16.09

No. 19.—*Municipal teachers' salaries.*

[A table showing, by divisions and for the Islands, the average monthly salaries of Filipino municipal teachers, March, 1910.]

Division.	Regular.			Temporary.			Grand total.		
	Number.	Average salaries.	Total salaries.	Number.	Average salaries.	Total salaries.	Number.	Average salaries.	Total salaries.
Manila	153	₱71.18	₱10,890.00	198	₱35.54	₱7,038.00	351	₱51.08	₱17,928.00
Albay	202	23.28	4,703.31	5	17.00	85.00	207	23.13	4,788.31
Antique	114	14.61	1,666.02	1	30.00	30.00	115	14.75	1,696.02
Bataan	32	19.62	628.00	5	16.00	80.00	37	19.14	708.00
Batangas	205	22.37	4,585.51	4	17.50	70.00	209	22.27	4,655.51
Bohol	290	11.39	3,303.00	42	14.10	592.30	332	11.73	3,895.30
Bulacan	130	23.84	3,098.75	44	18.38	808.76	174	22.46	3,907.51
Cagayan	159	16.76	2,665.80	—	—	—	159	16.77	2,665.80
Camarines	156	20.66	3,222.86	5	13.50	67.50	161	20.44	3,290.36
Capiz	41	17.81	730.22	259	12.77	3,077.99	300	13.46	4,038.21
Cavite	136	19.80	2,693.20	15	16.03	240.38	151	19.43	2,983.58
Cebu	256	15.71	4,021.12	411	12.62	5,186.82	667	13.81	9,207.94
Ilocos Norte	219	11.03	2,415.04	11	15.44	169.80	230	11.24	2,584.84
Ilocos Sur	205	15.09	3,094.36	—	—	—	205	15.09	3,094.36
Iloilo	338	16.96	5,732.74	—	—	—	338	16.96	5,732.74
Isabela	58	19.52	1,183.10	15	18.46	276.90	73	19.32	1,410.00
Laguna	100	21.51	2,150.50	42	15.79	663.20	142	19.81	2,813.70
Leyte	246	16.73	4,115.58	106	13.31	1,410.66	352	15.70	5,526.24
Mindoro	62	14.51	899.35	2	20.00	40.00	64	14.70	939.35
Misamis	47	19.39	911.42	51	17.06	870.03	98	18.18	1,781.45
Mountain	9	14.11	126.96	—	—	—	9	14.11	126.96
Occidental Negros	243	16.72	4,062.65	30	14.07	422.01	273	16.43	4,484.66
Oriental Negros	142	12.16	1,726.50	54	8.53	460.54	196	11.16	2,187.04
Nueva Ecija	151	16.48	2,488.14	6	13.83	83.00	157	16.38	2,571.14
Nueva Vizcaya	20	14.20	284.05	7	10.00	70.00	27	13.11	354.05
Palawan	14	24.28	339.92	11	19.58	215.41	25	22.21	555.33
Pampanga	168	22.17	3,724.48	62	17.17	1,064.70	230	20.82	4,789.18
Pangasinan	155	23.44	3,633.39	426	16.10	6,860.54	581	18.06	10,493.93
Rizal	129	23.67	3,053.47	4	20.69	82.77	133	23.58	3,136.24
Samar	35	18.01	630.46	167	13.25	2,213.06	202	14.08	2,843.52
Sorsogon	119	20.66	2,459.03	33	17.12	564.90	152	19.89	3,023.93
Surigao	44	14.95	657.86	84	10.88	909.32	128	12.24	1,567.18
Tarlac	108	17.58	1,898.17	77	13.79	1,061.97	185	16.00	2,960.14
Tayabas	193	21.22	4,095.63	28	20.24	566.74	221	21.10	4,662.37
Union	160	11.71	1,874.05	2	10.88	21.66	162	11.70	1,895.71
Zambales	67	13.17	882.70	7	11.57	80.98	74	13.02	968.68
Normal	—	—	—	—	—	—	—	—	—
Trade	—	—	—	—	—	—	—	—	—
Commerce	—	—	—	—	—	—	—	—	—
Deaf and Blind	—	—	—	—	—	—	—	—	—
Junior College	—	—	—	—	—	—	—	—	—
Total	4,906	19.28	94,597.34	2,214	16.09	35,614.94	7,120	18.29	130,212.28

No. 20.—Filipino teachers' salaries.

[A table showing, by divisions and for the Islands, the average monthly salaries of all Filipino teachers, March, 1910.]

Division.	Municipal.			Insular.			Total.		
	Number.	Total salaries.	Average salaries.	Number.	Total salaries.	Average salaries.	Number.	Total salaries.	Average monthly salaries.
Manila	351	₱17,928.00	₱51.08	2	₱150.00	₱75.00	353	₱18,078.00	₱51.21
Albay	207	4,788.31	23.13	19	1,115.53	58.71	226	5,903.86	18.11
Antique	115	1,696.02	14.75	20	852.61	42.63	135	2,548.66	18.88
Batasan	37	708.00	19.14	10	490.00	49.00	47	1,198.00	25.49
Batangas	209	4,655.51	22.27	31	1,679.93	51.19	210	6,335.44	26.32
Bohol	332	3,895.30	11.73	27	1,045.06	38.71	359	4,940.36	13.76
Bulacan	174	3,907.51	22.46	25	1,600.00	61.00	199	5,597.51	27.68
Cagayan	159	2,665.80	16.77	30	1,284.84	42.83	189	3,950.64	20.90
Camarines	161	3,290.36	20.44	22	934.00	42.45	183	4,224.36	23.08
Capiz	300	4,038.21	13.46	28	1,520.92	54.32	328	5,559.13	16.95
Cavite	151	2,933.58	19.43	24	1,376.40	57.35	175	4,309.98	24.63
Cebu	667	9,207.94	13.81	40	1,704.10	42.60	707	10,912.04	15.43
Ilocos Norte	230	2,584.84	11.24	22	1,047.80	47.63	252	3,632.64	14.41
Ilocos Sur	205	3,094.36	15.09	64	2,526.26	39.47	269	5,620.62	20.89
Iloilo	338	5,732.74	16.96	35	1,914.28	54.69	373	7,647.02	20.50
Isabela	73	1,410.00	19.32	10	373.00	37.30	83	1,783.00	21.47
Laguna	142	2,813.70	19.81	22	1,290.40	58.65	161	4,104.10	25.66
Leyte	352	5,526.24	15.70	25	1,069.92	42.80	377	6,596.16	17.50
Mindoro	64	939.35	14.70	11	452.50	41.11	75	1,391.85	18.55
Misamis	98	1,781.45	18.18	35	1,316.76	38.48	133	3,128.21	23.47
Mountain	9	126.96	14.11	61	1,307.69	21.44	70	1,434.65	20.50
Occidental Negros	273	4,484.66	16.43	41	2,035.03	49.63	314	6,519.69	20.76
Oriental Negros	196	2,187.01	11.16	24	861.49	35.90	220	3,018.53	13.86
Nueva Ecija	157	2,571.14	16.38	24	1,354.90	56.45	181	3,926.04	21.69
Nueva Vizcaya	27	354.05	13.11	21	479.03	22.81	48	833.08	17.36
Palawan	25	555.33	22.21	16	653.28	40.83	41	1,208.61	29.48
Pampanga	230	4,789.18	20.82	32	1,606.90	50.22	262	6,396.08	23.84
Pangasinan	581	10,493.93	18.06	51	2,674.28	52.44	632	13,168.21	20.84
Rizal	133	3,136.24	23.58	25	1,283.97	51.36	158	4,420.21	27.98
Samar	202	2,813.52	14.08	33	1,243.20	37.67	235	4,086.72	17.43
Sorsogon	152	3,023.93	19.89	13	558.00	42.92	165	3,581.93	21.71
Surigao	128	1,567.18	12.24	62	1,840.50	29.69	190	3,407.68	17.93
Tarlac	185	2,960.14	16.00	19	959.96	50.53	204	3,920.10	19.21
Tayabas	221	4,662.37	21.10	27	1,378.98	51.07	248	6,011.35	21.88
Union	162	1,895.71	11.70	20	806.97	40.35	182	2,702.68	14.85
Zambales	74	963.68	13.02	17	767.04	45.12	91	1,730.72	19.02
Normal				9	590.00	65.56		590.00	65.56
Trade				11	810.00	73.64	11	810.00	73.64
Commerce				2	120.00	60.00	2	120.00	60.00
Deaf and Blind									
Junior College									
Total	7,120	130,212.28	18.29	1,010	45,105.58	44.66	8,130	175,317.86	21.56

NOTE.—These tables do not include apprentice teachers without salary.

No. 21.—*Pupils engaged in industrial work.*

[A table showing, by divisions and for the Islands, the actual number of pupils engaged in Industrial Work, by Grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	4,584	2,160	1,349	977	242	256	152	9,720
Albay	4,617	2,711	1,696	821	379	195	88	10,507
Antique	6,360	1,920	852	300	174	61	19	9,686
Bataan	990	405	184	51	47	38	16	1,731
Butangas	6,119	1,572	1,086	368	393	246	184	9,968
Bohol	17,577	4,014	1,551	462	182	52	26	23,864
Bulacan	7,939	2,366	1,352	515	366	242	138	12,918
Cagayan	6,714	2,021	890	368	303	146	76	10,513
Camarines	5,302	2,345	1,203	401	328	135	66	9,780
Capiz	10,915	4,200	1,701	552	306	100	63	17,870
Cavite	4,447	1,935	1,010	330	244	121	75	8,162
Cebu	21,876	6,538	1,744	497	215	97	59	31,021
Hocos Norte	7,529	3,073	1,030	542	297	174	72	12,717
Hocos Sur	5,443	3,348	1,383	568	393	304	163	11,597
Iloilo	8,661	3,969	1,882	1,081	470	225	107	16,395
Isabela	1,050	572	423	196	139	58	15	2,448
Laguna	2,452	1,174	870	398	223	154	101	5,372
Leyte	11,252	4,119	1,783	754	292	152	75	18,427
Mindoro	2,303	523	237	65	65	13	13	3,219
Misamis	3,944	1,478	911	816	147	44	7	6,847
Mountain	1,853	485	240	82	36	13	—	2,709
Occidental Negros	9,508	3,936	1,722	666	429	114	62	16,437
Oriental Negros	6,580	2,615	1,019	258	61	36	20	10,589
Nueva Ecija	4,204	1,990	980	400	358	148	119	8,194
Nueva Vizcaya	1,060	393	298	129	64	23	13	1,980
Palawan	1,255	502	223	89	22	14	18	2,123
Pampanga	8,140	2,318	1,169	619	243	228	100	12,847
Pangasinan	19,855	6,298	2,692	1,148	652	204	105	30,954
Rizal	2,568	1,294	801	361	168	128	103	5,423
Samar	5,971	2,525	1,161	444	101	60	41	10,303
Sorsogon	4,193	1,580	897	410	215	77	31	7,353
Surigao	3,950	1,502	712	365	108	54	36	6,727
Tarlac	7,475	1,927	1,002	447	389	135	55	11,430
Tayabas	4,715	1,923	950	463	160	166	96	8,473
Union	6,082	1,906	912	454	218	188	100	9,855
Zambales	1,597	848	335	171	115	51	46	3,163
Normal	66	59	50	47	—	—	—	345
Trade	—	—	—	31	71	57	52	211
Commerce	—	—	—	—	—	—	—	—
Deaf and Blind	—	—	—	—	—	—	—	—
Junior College	—	—	—	—	—	—	—	—
Total	229,176	82,519	38,303	16,136	8,610	4,566	2,568	381,878

No. 22.—*Hand weaving.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in hand weaving, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	676	1,072	755	579	—	—	—	3,082
Albay	2,233	1,927	889	202	44	5	—	5,300
Antique	2,668	890	330	97	51	4	—	4,040
Bataan	651	330	142	12	—	—	—	1,135
Batangas	4,923	1,526	768	135	46	27	—	7,425
Bohol	15,588	5,033	1,303	346	—	—	—	22,270
Bulacan	848	2,106	1,664	436	254	73	—	5,381
Cagayan	3,270	1,238	500	235	47	8	1	5,299
Camarines	1,569	1,081	545	94	15	—	—	3,804
Capiz	5,342	3,465	1,136	312	31	13	—	10,299
Cavite	4,495	2,059	1,189	220	66	42	14	8,085
Cebu	8,404	3,910	1,065	423	53	22	—	13,877
Ilocos Norte	2,702	1,788	462	321	—	—	—	5,268
Ilocos Sur	2,496	1,376	899	258	4	—	—	5,033
Iloilo	4,171	2,557	1,330	570	113	16	23	8,780
Isabela	294	349	114	24	—	—	—	781
Laguna	541	654	475	34	15	5	3	1,727
Leyte	10,074	3,537	1,457	462	173	23	—	15,726
Mindoro	1,273	441	174	50	—	—	—	1,938
Misamis	2,406	1,108	650	142	—	—	—	4,306
Mountain	339	143	41	—	—	—	—	523
Occidental Negros	5,538	3,002	1,001	221	44	—	—	9,806
Oriental Negros	1,797	1,827	704	99	—	—	—	4,427
Nueva Ecija	2,573	1,562	821	376	155	59	42	5,588
Nueva Vizcaya	372	236	91	58	—	—	—	757
Palawan	391	196	52	—	—	—	—	639
Pampanga	5,099	1,192	587	114	35	41	9	7,077
Pangasinan	10,670	4,254	1,493	332	17	3	—	16,769
Rizal	881	672	470	219	39	—	—	2,281
Samar	957	1,031	553	191	—	—	—	2,732
Sorsogon	2,989	1,622	805	287	—	—	—	5,703
Surigao	2,501	1,149	565	181	—	—	—	4,896
Tarlac	7,078	1,966	1,038	377	84	—	—	10,543
Tayabas	2,211	1,126	379	120	10	5	3	3,854
Union	2,715	1,233	558	147	22	10	—	4,685
Zambales	649	284	92	56	43	—	—	1,124
Normal	—	35	26	33	—	—	—	94
Trade	—	—	—	—	—	—	—	—
Commerce	—	—	—	—	—	—	—	—
Deaf and Blind	—	—	—	—	—	—	—	—
Junior College	—	—	—	—	—	—	—	—
Total	121,384	57,972	25,123	7,763	1,361	356	95	214,054

No. 23.—*Loom weaving.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in loom weaving, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila								
Albay	31	19	12	9	9	3		83
Antique				5	1			6
Bataan	10	17	10					37
Batangas								
Bohol	207	116	61	52				436
Bulacan								
Cagayan				28	6			33
Camarines	16	36	24	9				85
Capiz			35	19	7	11	12	61
Cavite			10		12			45
Cebu	68	61	34	41				204
Ilocos Norte	6	35	86	98	14	11		250
Ilocos Sur	4	8		4				16
Iloilo	17	33	19	21				90
Isabela				11				11
Laguna								
Leyte			50					50
Mindoro								
Misamis	14	5	8	29				56
Mountain	181	31	12					224
Occidental Negros	12	13	12	1	9			47
Oriental Negros				22				22
Nueva Ecija	169	348	231	163	127	39	28	1,105
Nueva Vizcaya	28							28
Palawan				7	5	1	1	14
Pampanga		288	173	151	24	32	10	628
Pangasinan			6	5	15	6		32
Rizal	6	16	5	6	1			34
Sumar								
Sorsogon								
Surigao			5	8				13
Tarlac		1			22	3	1	27
Tayabas								
Union			30	43				73
Zambales	22			9				31
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	791	983	822	751	242	100	52	3,741

No. 24.—*Gardening.*

[A table showing, by divisions and for the Islands the number of pupils engaged in gardening, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	79	67	52	50	124	67		439
Albay	326	490	655	215	175	36	19	1,916
Antique	907	391	184	149	40	4		1,675
Bataan	54	22	15	29				120
Batangas	808	514	609	242	107	155	50	2,485
Bohol	3,378	1,165	601	119				5,263
Bulacan	45	131	302	224	189	78	8	980
Cagayan	1,077	366	258	123	130	48	38	2,040
Camarines	3,442	1,335	548	164	87	10		5,586
Capiz	256	573	548	202	30			1,609
Cavite	167	243	398	150	123	63	36	1,180
Cebu	4,858	1,987	892	346	24	30	50	8,187
Ilocos Norte	309	235	195	136	208	54		1,137
Ilocos Sur	125	274	461	288	125	75	35	1,383
Iloilo	1,120	680	613	312	247	98		3,065
Isabela	49	61	41	9	30	9		199
Laguna	480	353	511	201	84	76	12	1,720
Leyte	766	515	566	408	71			2,326
Mindoro	636	171	150	55	20			1,032
Misamis	979	456	266	61				1,762
Mountain	410	156	68	21	9	11		675
Occidental Negros	1,058	1,022	483	171	102	15		2,851
Oriental Negros	2,943	1,176	382	106		25		4,632
Nueva Ecija	469	348	231	163	127	39	28	1,405
Nueva Vizcaya	160	54	148	61	47	19	12	501
Palawan	126	76	43	16	11	11		283
Pampanga	129	287	226	185	69	85		981
Pangasinan	961	743	671	219	171	104		2,869
Rizal	6	62	126	63	39	22	24	342
Samar	831	484	203	89			10	1,622
Sorsogon	391	271	224	89	51			1,026
Surigao	943	285	121	61				1,410
Tarlac	89	35	59	99	79	36		397
Tayabas	602	363	313	85	53	41		1,457
Union	1,379	1,166	709	325	88	91		3,758
Zambales	272	359	119	84	62	30		926
Normal				33		39		72
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	30,630	16,919	11,999	5,353	2,722	1,366	322	69,311

No. 25.—*Bamboo working.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in bamboo working, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila	87	66	42	29				224
Albay	629	320	268	114	19	8	2	1,360
Antique	729	458	336	143	37	2		1,705
Bataan		1	43	10				54
Batangas	60	73	265	247				645
Bohol	634	655	330	100				1,719
Bulacan		17	43	4	12			76
Cagayan	1,632	562	553	226	32			3,005
Camarines	267	385	231	114	24	1		1,022
Capiz	121	614	304	49	92	50	22	1,252
Cavite	842	510	517	163	40	24	18	2,114
Cebu	4,494	1,153	394	97				6,138
Ilocos Norte	959	781	433	200				2,373
Ilocos Sur	324	346	205	144				1,019
Iloilo	234	656	274	225	53	32		1,474
Isabela	18	224	212	119	7	7		587
Laguna	182	168	149	57				556
Leyte		13	24					37
Mindoro	8	92	86	27				213
Misamis	806	1,197	688	148				2,839
Mountain	312	102	22					436
Occidental Negros	1,315	1,205	554	157	35			3,266
Oriental Negros	112	35	31	18				196
Nueva Ecija	15	33	75	64	28	1		216
Nueva Vizcaya	3	106	9	5				123
Palawan	155	96	87	61	4	6	5	417
Pampanga	658	916	592	359	36	20		2,581
Pangasinan	1,290	556	463	178	38	9		2,534
Rizal	48	225	146	80	17			516
Samar	151	117	91	32				391
Sorsogon	792	378	136	14	17			1,337
Surigao	342	316	297	165	8			1,128
Tarlac	25	38	120	63				246
Tayabas	944	552	338	169				2,003
Union	1,329	643	205	55	59	39		2,330
Zambales	112	186	78	62				438
Normal								
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total	19,629	13,795	8,641	3,701	558	199	47	46,570

No. 26.—Woodworking.

[A table showing, by divisions and for the Islands, the number of pupils engaged in woodworking, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila			108	104				212
Albay		62	230		98	85	48	523
Antique					56	46	17	119
Bataan		43	10					53
Batangas		81	110	273	68		108	640
Bohol		201	118	143	46	22		580
Bulacan			12		85	102		199
Cagayan		52	27	97	77	33		286
Camarines		11	37	128	64	59		299
Capiz		92	67	219	80	47		505
Cavite		22	81	42	15	16		176
Cebu								
Ilocos Norte		30	21	17	98	63		229
Ilocos Sur		73	52	52	41	20		238
Iloilo			137	73	67	67		344
Isabela				53	126	40	13	232
Laguna		39	171	88	48	78		424
Leyte								
Mindoro				33	11	9		53
Misamis		70	73	107	38	6		294
Mountain		133	40	18	5			196
Occidental Negros		399	421	306	61	42		1,229
Oriental Negros		100	81					196
Nueva Ecija			8	153	87	72		320
Nueva Vizcaya		6	7					13
Palawan		14	46	16	11	11		98
Pampanga		11	64	46	52	43		216
Pangasinan		682	637	382	139	101		1,941
Rizal		84	37	61	53	45		280
Samar		69	28	46	34	24		201
Sorsogon		20	324	158	57	25		584
Surigao			7	79	38	28		152
Tarlac		58	44	165	62	8		337
Tayabas		20	109	42	83	46		300
Union		415	272	55	48	32		822
Zambales					44	39		83
Normal								35
Trade			12	29	31	30		102
Commerce								
Deaf and Blind								
Junior College								
Total			2,895	3,440	3,108	1,714	1,304	12,461

No. 27.—*Domestic science and household arts.*

[A table showing, by divisions and for the Islands, the number of pupils engaged in domestic science and household arts, by grades, February, 1910.]

Division.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Manila			720	525	183	116	33	1,577
Albay			245	1,216	112	82	19	1,674
Antique			231	126	144	11	2	514
Bataan			14					14
Batangas			140	93	86	68	30	417
Bohol			243	66	39	6	4	358
Bulacan			532	212	131	81	55	1,011
Cagayan			152	64	74	20	5	315
Camarines			229	78	83	39	11	440
Capiz			292	132	59	7	4	494
Cavite			152	101	81	45	47	427
Cebu			406	156	147	76	59	844
Ilocos Norte			182	132	51	11	9	385
Ilocos Sur			310	179	39	38	16	582
Iloilo			490	225	82	40	17	854
Isabela			9		4	3	2	18
Laguna			110	71	45	26	20	272
Leyte			197	157	29	4	1	388
Mindoro			18	5	12	2	4	41
Misamis			288	127	90	25	1	531
Mountain			22	4				26
Occidental Negros			482	157	105	44	20	808
Oriental Negros			40	18	57	33	15	163
Nueva Ecija			104	43	50	25	15	237
Nueva Vizcaya			71	20	17	14	1	123
Palawan			19	14	5	1	1	40
Pampanga			202	105	56	46	36	445
Pangasinan			616	294	122	49	13	1,094
Rizal			248	98	45	21	22	434
Samar			57	45	8	6	4	120
Sorsogon			178	84	37	20	6	325
Surigao			3	12	21	14	4	54
Tarlac			169	76	71	14	4	334
Tayabas			190	98	63	62	27	440
Union			308	155	38	34	3	538
Zambales			26	5	16	6	7	60
Normal				14		28	21	63
Trade								
Commerce								
Deaf and Blind								
Junior College								
Total			7,696	4,907	2,202	1,117	538	16,460

No. 28.—*Industrial summary.*

[A table showing, by subjects and grades, the number of pupils engaged in industrial work during the month of February, 1910.]

Subject.	Grade.							Total.
	I.	II.	III.	IV.	V.	VI.	VII.	
Weaving, hand (hats, mats, baskets, book covers, satchels, etc.) -----	121,384	57,972	25,123	7,763	1,361	356	95	214,054
Weaving, loom -----	791	983	822	751	242	100	52	3,741
Gardening -----	30,630	16,919	11,999	5,353	2,722	1,366	322	69,311
Woodworking (desks, book-cases, furniture, etc.) -----			2,895	3,440	3,108	1,714	1,304	12,461
Iron working -----				101	64	58	47	270
Bamboo working (chairs, beds, mats, furniture, etc.) -----	19,629	13,795	8,641	3,701	558	199	47	46,570
Pottery (pilones, water jars, pots, etc.) -----			440	81	40	30	22	613
Domestic science and household arts (sewing, embroidery, lace making, cooking, nursing, house-keeping) -----			7,696	4,907	2,202	1,117	538	16,460
Busy work (paper folding, cutting, stitching, etc.) -----	105,876	20,127	1,502	531	88			128,119
Miscellaneous (clay modeling, whittling, repairing) -----	23,121	9,496	4,213	1,922	1,146	526	416	40,840
Total enrollments in all subjects -----	301,431	119,292	63,331	28,550	11,526	5,466	2,843	532,429
Pupils listed under more than one heading -----	72,255	36,773	25,028	12,414	2,916	900	275	150,561
Actual number of pupils engaged in work -----	229,176	82,519	38,303	16,136	8,610	4,566	2,568	381,878
Enrollment for February, 1910 -----	279,575	91,162	41,051	17,030	9,276	4,870	2,862	445,826

No. 29.—*Schoolhouse construction.*

[Act No. 1275.]

Division.	Amount.
Manila	₱8,258.72
Albay	8,000.00
Camarines	8,000.00
Antique	6,000.00
Bataan	6,000.00
Batangas	5,000.00
Benguet	9,401.01
Bohol	12,000.00
Bulacan	10,000.00
Cagayan	8,000.00
Capiz	8,000.00
Cavite	11,575.00
Cebu	12,000.00
Ilocos Sur	17,000.00
Iloilo	36,017.32
Isabela	10,000.00
Leyte	10,000.00
Mindoro	5,000.00
Misamis	13,000.00
Occidental Negros	8,000.00
Oriental Negros	6,000.00
Nueva Ecija	8,000.00
Nueva Vizcaya	6,000.00
Palawan	4,000.00
Pampanga	12,000.00
Pangasinan	8,000.00
Rizal	7,252.75
Romblon	8,000.00
Samar	8,000.00
Sorsogon	20,000.00
Surigao	16,000.00
Tarlac	7,000.00
Tayabas	12,907.06
Union	12,000.00
Zambales	8,000.00
Total allotted	354,411.86
Miscellaneous refunds	4,618.83
Amount allotted, net	349,793.03
Cash refund	206.97
Total amount appropriated	350,000.00

96579—6

No. 30.—Schoolhouse construction.

[Act No. 1580.]

	Allotments.	Transferred to C. and D. C.	Treasury balance.	Appropriation.
Schoolhouses				
Malabon School of Fisheries	₱16,000.00	₱16,000.00		₱300,000.00
Girls' Dormitory, Mindoro	5,000.00	5,000.00		
Camiling Industrial School, Tarlac	4,000.00	4,000.00		
Pura Intermediate School, Tarlac	4,000.00		₱4,000.00	
Paniqui Intermediate School, Tarlac	4,000.00	4,000.00		
Provincial Trade School, Calapan, Mindoro	7,500.00	7,500.00		
Lucena Industrial School, Tayabas	10,000.00	10,000.00		
Atimonan Intermediate School, Tayabas	5,000.00	5,000.00		
Lucban High School, Tayabas	7,000.00		7,000.00	
Catbalogan Trade School, Samar	8,000.00		8,000.00	
Tuguegarao Trade School and Dormitory	12,000.00	12,000.00		
Malolos Trade School	10,000.00	10,000.00		
Agricultural School, Muñoz, Nueva Ecija	1,800.00	1,800.00		
Trade School, Batangas	8,000.00	8,000.00		
Laoag Industrial School	7,000.00	7,000.00		
Cebu Intermediate School	17,500.00	17,500.00		
Cebu Industrial School	2,500.00	2,500.00		
Cebu High School	2,500.00	2,500.00		
Laoag High School	10,000.00	10,000.00		
San Fernando School of Arts and Trades, La Union	6,000.00	6,000.00		
Bontoc Industrial School	6,000.00	6,000.00		
Pangasinan Trade School	10,000.00	10,000.00		
Binalonan Intermediate School	5,000.00	5,000.00		
Tondo School	50,000.00	50,000.00		
Los Baños Agricultural College	9,127.03	9,127.03		
Arayat Intermediate School, Pampanga	4,500.00	4,500.00		
San Fernando High School, Pampanga	1,500.00	1,500.00		
Domestic Science and Model Training School, Pampanga	2,000.00	2,000.00		
Lubao Intermediate School, Pampanga	3,000.00		3,000.00	
Tacloban Girls' Dormitory, Leyte	2,000.00	2,000.00		
Angeles Intermediate School, Pampanga	2,000.00		2,000.00	
Iba Intermediate School, Zambales	1,000.00	1,000.00		
Cavite High School building	10,000.00	10,000.00		
School of Pottery, Santa Cruz, Laguna	6,000.00	6,000.00		
Trade School, High School, and Dormitory, Leyte	5,000.00	5,000.00		
Mambajao Industrial School	7,500.00	7,500.00		
Mambajao Intermediate School	2,500.00		2,500.00	
Cagayan de Misamis High School	8,000.00	8,000.00		
Bayombong High School, Nueva Vizcaya	5,000.00	5,000.00		
Hinatuan Intermediate School, Surigao	2,000.00	2,000.00		
Cababaran Intermediate School, Surigao	2,000.00	2,000.00		
Domestic Science Building, Surigao	1,000.00	1,000.00		
Received from Sale of Building Stone				1,147.69
Unallotted	8,220.66		8,220.66	
Total	301,147.69	266,427.03	34,720.66	301,147.69

No. 31.—Schoolhouse construction.

[Act No. 1688.]

Division.	Amount.
Albay	₱28,000.00
Antique	7,500.00
Bulacan	32,378.74
Cagayan	1,500.00
Camarines	20,000.00
Capiz	11,590.00
Ilocos Norte	10,000.00
Iloilo	12,500.00
Laguna	45,000.00
Leyte	31,000.00
Misamis	10,000.00
Mountain	20,800.00
Nueva Ecija	1,000.00
Nueva Ecija, Muñoz	3,645.98
Nueva Vizcaya	5,000.00
Occidental Negros	22,000.00
Oriental Negros	5,000.07
Palawan	1,200.00
Pampanga	18,985.28
Pangasinan	15,000.00
Rizal	6,000.00
Samar	3,000.00
Surigao	2,500.00
Tayabas	12,000.00
Union	8,000.00
Zambales	16,000.00
Total allotted	349,600.00
Balance unallotted	400.00
Total funds appropriated	350,000.00

No. 32.—*School buildings ordered constructed.*

[Act No. 1801.]

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.			Total cost.
				Money.	Materials.	Old building.	
Albay	Daraga	Central	₱ 4,000.00	₱ 2,500.00	...	...	₱ 6,500.00
	Quingua	Puillan	4,000.00	2,000.00	...	2,000.00	6,000.00
	Nelos	Sta. Isab.	4,000.00	2,000.00	...	2,000.00	6,000.00
	Hagonoy	San Sebastian	4,000.00	6,000.00	...	6,000.00	10,000.00
	Total		12,000.00	...	...	10,000.00	22,000.00
Cagayan	Aparri	Central	4,000.00	12,000.00	...	...	12,000.00
		do	4,000.00	3,600.00	...	3,600.00	16,000.00
	Total		8,000.00	...	...	15,600.00	23,600.00
	San Francisco de Malabon	Central	4,000.00	2,000.00	...	...	6,000.00
		do	4,000.00	2,166.34	...	2,166.34	6,166.34
Cavite	Talaba		1,466.00	733.00	...	733.00	2,199.00
	Salinas		1,466.00	733.00	...	733.00	2,199.00
	Central		4,000.00	2,000.00	...	2,000.00	6,000.00
	do		4,000.00	10,500.00	...	10,500.00	14,500.00
	Total		18,932.00	...	...	18,132.34	37,064.34
Ilocos Norte	Batac	Central	4,000.00	...	...	...	4,500.00
	do	Banua	4,000.00	...	...	...	2,300.00
	Vintar	Central	4,000.00	6,333.00	...	6,333.00	6,333.00
	Total		12,000.00	...	...	13,138.00	25,133.00
Ilocos Sur	Tayum	Central	4,000.00	557.81	1,163.88	280.00	6,001.69
	Narvacan	do	4,000.00	...	...	...	8,007.50
	(Sto. Domingo)	San Ildefonso	2,460.00	1,290.00	...	...	1,230.00
	Total		10,460.00	...	...	...	11,239.19
	Pototan	Central	4,000.00	600.00	2,400.00	...	3,000.00
	Leon	Sta. Migel	4,000.00	1,000.00	1,000.00	...	2,000.00
	do	Central	4,000.00	1,000.00	5,700.00	6,000.00	11,000.00
	Oton	do	4,000.00	2,000.00	2,000.00	...	9,700.00
	Duenas	Passi	4,000.00	2,000.00	2,000.00	...	5,700.00
		do	4,000.00	2,000.00	2,000.00	...	6,000.00
		San Enrique	4,000.00	2,000.00	2,000.00	...	6,000.00

Total	24,000.00	21,700.00	45,700.00
Shinloan			
Cavinti	4,000.00	4,500.00	8,500.00
do	4,000.00	4,500.00	8,500.00
Bulacan	2,000.00	1,000.00	3,000.00
Central	4,000.00	2,000.00	6,000.00
do	4,000.00	2,000.00	6,000.00
Calauag	4,000.00	2,000.00	6,000.00
Lumbang	4,000.00	2,000.00	6,000.00
Luisita	4,000.00	2,000.00	6,000.00
Sta. Cruz	4,000.00	2,000.00	6,000.00
Pla	4,000.00	2,000.00	6,000.00
do	4,000.00	2,000.00	6,000.00
Mataas na	2,200.00	820.00	3,000.00
Central	3,000.00	1,500.00	4,500.00
Palti	4,000.00	500.00	4,500.00
Pangil	4,000.00	500.00	4,500.00
Sto. Niño	2,000.00	2,000.00	4,000.00
Sto. Rosario	2,200.00	1,100.00	3,300.00
do	4,000.00	16,000.00	20,000.00
Longos	2,400.00	850.00	3,250.00
Lilio	4,000.00	3,500.00	7,500.00
do	4,000.00	5,300.00	9,300.00
Santa Rosa			
Total	66,400.00	1,143.93	69,485.70
Intermediate			135,885.70
Central	4,000.00	1,000.00	2,143.93
do	4,000.00	2,000.00	6,000.00
do	4,000.00	2,600.00	6,280.00
do	4,000.00	4,000.00	6,400.00
do	4,000.00	2,000.00	2,400.00
do	4,000.00	1,568.25	1,568.25
do	3,600.00	3,000.00	5,855.00
Hinungangan	4,000.00	2,200.00	3,428.80
Central	4,000.00	1,228.80	4,000.00
do	4,000.00	1,300.00	4,000.00
Amparo	2,400.00	1,800.00	3,700.00
Ormino	4,000.00	2,800.00	6,800.00
Kawayan	2,420.00	755.02	1,210.00
do	1,500.00	750.00	2,250.00
do	1,500.00	1,567.51	2,002.70
do	4,000.00	1,003.82	6,903.82
Macromon	3,000.00	3,165.41	5,100.00
Central	4,000.00	1,500.00	4,500.00
do	4,000.00	1,500.00	4,500.00
San Isidro	4,000.00	527.84	5,355.41
do	4,000.00	527.84	2,027.84
Dagami	4,000.00	375.13	8,000.00
Bato	4,000.00	2,000.00	4,423.13
Central	4,000.00	1,000.00	6,000.00
do	4,000.00	1,000.00	11,000.00
Hilongos	4,000.00	1,000.00	6,260.00
Palonpon	4,000.00	1,000.00	6,500.00
Barugo	3,000.00	1,500.00	4,500.00
do	3,000.00	750.00	2,250.00
Kawayan	1,500.00	1,500.00	4,500.00
Tabunan			
Total	92,556.56		68,188.91

No. 32.—School buildings ordered constructed—Continued.

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.			Total cost.
				Money.	Materials.	Old building.	
Mindoro	Calapan	Baryan	₱1,333.33	₱666.67			₱366.67
Occidental Negros	Victoria	New Victoria	2,400.00	1,200.00			₱2,000.00
Nueva Ecija	San Juan de Guimba	Central	4,000.00		2,000.00		3,600.00
	Licab	do	4,000.00	2,000.00	2,000.00		6,000.00
	San Antonio	do	4,000.00		2,000.00		6,000.00
			12,000.00				18,000.00
Pampanga	San Fernando	Minatin	2,400.00	1,200.00			1,200.00
	Arayat	San Joaquin	2,800.00	1,400.00			1,400.00
	San Simon	Central	500.00				750.00
	Candaba	Buas	4,000.00	2,000.00			2,000.00
	San Luis	Santo Tomas	4,000.00	2,000.00			2,000.00
	Mabalacat	Central	4,000.00	2,000.00			6,000.00
			17,700.00				8,850.00
							26,550.00
Pangasinan	Mangatarem	Central	4,000.00	9,000.00			9,000.00
	Manaoag	do	3,000.00				8,484.94
	Bautista	do	4,000.00	6,000.00			6,000.00
	Lingayen	Balococ	2,400.00	800.00			1,200.00
	Asingan	Balongboong	2,400.00				3,600.00
	San Quintin	Central	4,000.00	7,000.00			11,000.00
		do	4,000.00				5,000.00
			23,800.00				9,000.00
							37,884.94
Rizal	Montalban	Central	4,000.00	665.49			2,465.49
	Cabatrog	Central	4,000.00	11,000.00			15,000.00
	Lanang	do	3,000.00	1,500.00			1,500.00
	Wright	do	4,000.00	2,000.00			4,500.00
	Bobon	do	4,000.00	2,000.00			6,000.00
			15,000.00				16,500.00
							31,500.00
	Placer	Taganaan	3,170.00	200.00	1,085.13		300.00
							1,585.13
							4,755.13

Capas Concepcion Moncada	Central	3,000.00	1,500.00	1,500.00	4,500.00
	do	4,000.00	1,333.00	467.00	6,000.00
	do	2,600.00			2,600.00
					6,600.00
Total		11,000.00		6,100.00	17,100.00
Bangar -	Central	4,000.00	1,000.00	10,000.00	11,000.00
Azco	do	4,000.00	3,011.00		3,011.00
San Juan	do	4,000.00	1,375.70		7,357.70
Tubao --	do		1,000.00		6,000.00
Total		16,000.00		27,386.70	43,386.70
Grand total		354,751.89		388,618.07	693,389.96

No. 33.—School building projects pending.

[Act No. 1801.]

Tibiao	Santa Justa	2,209.00	1,100.00	1,100.00	3,300.00
Laus-an		2,200.00	1,100.00	1,100.00	3,300.00
Patmonson	Aurellana	1,400.00	700.00	700.00	2,100.00
	Caritan	2,200.00	1,100.00	1,100.00	3,300.00
	Egaña	2,200.00	1,100.00	1,100.00	3,300.00
	Villar	2,200.00	1,100.00	1,100.00	3,300.00
Antique	Central	4,000.00	1,600.00	1,600.00	6,600.00
	do	4,000.00	5,600.00	5,600.00	8,600.00
	Central	4,000.00	1,100.00	1,100.00	10,000.00
	do	2,000.00	2,000.00	2,000.00	6,000.00
	Castay	4,000.00	2,000.00	2,000.00	8,000.00
	Central	4,000.00	5,300.00	5,300.00	9,300.00
	do				
Total		30,400.00			55,610.00
Bataan	Balanga	4,000.00	1,370.00	1,324.00	6,694.00
	Orion	2,360.00			2,380.00
	Total	6,360.00			9,054.00
Bohol	Balilihan	2,000.00	1,000.00	1,000.00	3,000.00
	Candijay	4,000.00	276.08	1,348.92	5,375.00
	Total	6,000.00			3,000.00
Bulacan	Bocage	1,666.66	833.34	833.34	2,500.00
	Meycauayan	4,000.00	6,000.00	6,000.00	10,000.00
	Total	5,666.66			12,500.00
Cagayan	Aparri	4,000.00	12,000.00	12,500.00	16,500.00
	Camalatingan	4,000.00	3,600.00	3,600.00	7,600.00
	Total	8,000.00			24,100.00
Camarines	Nabua	4,000.00	1,400.00	600.00	6,600.00
	Central				
Cebu	San Remigio	800.00	400.00	400.00	1,200.00
	Badjao	4,000.00	5,000.00	4,000.00	8,000.00
	Total	4,800.00			9,200.00
Carite	Sta. Cruz de Malabon	3,000.00	1,500.00	1,500.00	4,500.00
	do	2,200.00	1,100.00	1,100.00	3,300.00
	Amaya	4,000.00	10,500.00	10,500.00	14,500.00
	San Roque				
	Total	9,200.00			22,300.00

No. 33.—School building projects pending—Continued.

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.				Total cost.
				Money.	Materials.	Old building.	Labor.	
Bacacay	Mabusag		₱1,750.00	₱400.00			₱75.00	₱2,025.00
	Central		4,000.00	2,000.00				6,000.00
	Cabatuan		1,400.00	200.00	350.00		150.00	2,100.00
	Macutip		1,400.00	200.00	350.00		150.00	2,100.00
	Cadarapan		1,400.00	200.00	350.00		150.00	2,100.00
	Narparian		1,859.60		929.00			2,789.40
	Solsona		4,000.00	200.00	1,575.00			6,000.00
	Central		4,000.00			12,000.00	223.00	16,000.00
	Paya		2,800.00	1,400.00				4,200.00
	San Nicolas		1,400.00		475.00		225.00	2,100.00
	do		1,400.00		475.00		225.00	2,100.00
	Vingao		1,400.00		475.00		225.00	2,100.00
	San Antonio		1,400.00		475.00		225.00	2,100.00
	Catuning		4,000.00			25,000.00		25,000.00
	Central		1,400.00	100.00	450.00		150.00	2,100.00
Ilocos Norte	Cababian		1,400.00	100.00	450.00		150.00	2,100.00
	Binalatan		1,400.00	100.00	450.00		150.00	2,100.00
	Golol		1,400.00	100.00	450.00		150.00	2,100.00
	Par-ir		1,400.00	100.00	450.00		150.00	2,100.00
	San Antonio		1,400.00	100.00	450.00		150.00	2,100.00
	Santa Rosa		1,400.00	100.00	450.00		150.00	2,100.00
	Pangdan		1,400.00	100.00	450.00		150.00	2,100.00
	Central		4,000.00			8,000.00		8,000.00
	do		4,000.00			6,593.00		12,000.00
	Vintar							6,383.00
	Total		50,009.60					118,347.40
	Banguey (Abra)							68,337.80
	Central		4,000.00	1,200.00	1,648.11		387.45	3,235.56
Ilocos Sur	Almodian		4,000.00			7,000.00		7,235.56
	Central		4,000.00	2,000.00				
	do		4,000.00			6,000.00		
	Total		12,000.00				15,000.00	27,000.00
Iloilo	Auitan		2,000.00	1,000.00				3,000.00
	Cabagan Nuevo						1,000.00	

Calamba	4,000.00	2,000.00	2,000.00	6,000.00
Alaminos	4,000.00	3,000.00	3,000.00	7,000.00
Pagsanjan	4,000.00	2,000.00	2,000.00	6,000.00
Magdalena	4,000.00	8,000.00	8,000.00	12,000.00
Santa Rosa	4,000.00	5,300.00	5,300.00	9,300.00
Paete	4,000.00	350.00	1,490.00	6,300.00
Total	24,000.00			46,600.00
Burauen	Central	4,000.00	3,600.00	3,600.00
Tanauan	Killing	2,210.00	1,000.00	1,05.00
Tolosa	San Roque	1,000.00	500.00	500.00
Jaro	Santa Cruz	4,000.00		
Leyte	Central	4,000.00	2,000.00	8,000.00
Leerte	Kaling	1,600.00	9,778.00	11,778.00
Barugo	Kigung	1,600.00	300.00	800.00
do	Roosevelt	1,800.00	800.00	100.00
Total		18,610.00		26,683.00
Cagayan	Gusa	1,603.00	500.00	183.00
Isabela	Magallan	1,600.00	500.00	300.00
do	Central	4,000.00	2,000.00	500.00
Sagay	Vito	3,400.00	1,700.00	400.00
do	Central	2,000.00	600.00	
Himamaylan	Central	4,000.00	2,000.00	
Ilog	do	4,000.00	2,000.00	
Escarlante	Toboso	2,400.00	1,000.00	200.00
Cadiz	Central	4,000.00	2,000.00	
Pontejos	Antipolo	1,333.00	667.00	
Bago	Central	4,000.00	2,000.00	
do	Abanban	1,333.34	666.67	
Saravia	Tiniyahan	1,333.00	667.00	
Minerva	Central	1,066.00	300.00	248.00
Sibily	do	4,000.00	2,000.00	
Validolid	do	4,000.00	2,000.00	
Binalbagan	Soledad	2,090.00	775.00	2,000.00
do	Central	2,090.00	760.00	270.00
Manapia	do	4,000.00	2,000.00	285.00
Talisay	do	4,000.00	2,000.00	
Kebankalan	do	4,000.00	2,000.00	
San Carlos	do	4,000.00	2,000.00	
Total		62,075.34		31,838.67
Oriental Negros	Guinilingan	4,000.00	2,400.00	
Dumaguete	Sibulan	4,000.00	2,000.00	
Total				4,400.00

No. 33.—School building projects pending—Continued.

Province.	Town.	Barrio.	Insular allotment.	Municipal donation.			Total cost.
				Money.	Materials	Old building.	
Nueva Ecija	Total	Santa Maria	₱2,000.00	₱1,000.00			₱3,000.00
		Central	4,000.00	2,000.00			6,000.00
		do	4,000.00	2,000.00			6,000.00
		do	4,000.00	2,000.00			6,000.00
		Peyangan	4,000.00	2,000.00			6,000.00
		do	4,000.00	1,800.00			6,000.00
		do	4,000.00	5,300.00			9,300.00
		Gapan					
			26,000.00				
							16,300.00
Pampanga	Total	Santo Tomas	4,000.00				42,300.00
		San Jose	800.00	400.00			
		Central	4,000.00	2,000.00			
		Lanang	1,600.00	800.00			
		Central	4,000.00	2,000.00			
		Arayat	1,400.00	700.00			
		Angels					
			15,800.00				
							11,900.00
							27,700.00
Pangasinan	Total	Mangaldan	4,000.00	5,300.00			9,300.00
		Roxas	4,000.00	2,000.00			6,000.00
		Alcala	4,000.00	2,000.00			6,000.00
			12,000.00				
							9,300.00
							21,300.00
Rizal	Total	Caloocan	4,000.00	5,500.00			9,500.00
		Catbalogan	4,000.00	2,000.00			
		(Catubig)	4,000.00	2,000.00			
		Borongan	4,000.00	4,000.00			
		Sta. Margarita	4,000.00	2,000.00			
		Catarman	4,000.00	3,000.00			
			20,000.00				
							13,000.00
							33,000.00
Sorsogon	Total	San Jacinto	4,000.00	2,000.00			6,000.00
		Masbate	4,000.00	2,000.00			6,000.00
		Sorsogon	2,200.00	1,100.00			3,300.00
			10,200.00				
							5,100.00
							15,300.00

Surigao	Central	2,660.00	490.00	840.00	1,330.00	3,990.00
	Madrid	2,079.50	1,089.75	1,104.00	1,039.75	3,119.25
	Carmen	2,208.00	-----	450.00	3,312.00	-----
	Mayn	4,000.00	-----	300.00	6,095.17	4,755.39
	Tagabaran	3,170.25	200.00	1,085.13	1,336.00	4,008.00
	Central	2,672.00	500.00	689.51	241.56	4,322.88
	Loreto	2,881.82	800.00	3,170.00	3,970.00	7,570.00
	Central	4,000.00	-----	-----	-----	-----
	Total	23,671.58	-----	-----	13,901.06	37,572.64
	Camiling	2,200.00	650.00	455.00	-----	-----
Tarlac	San Clemente	4,000.00	2,000.00	336.00	1,105.00	3,305.00
	Cardona	2,200.00	764.00	460.00	1,100.00	3,300.00
	Central	4,000.00	1,500.00	-----	2,000.00	6,000.00
	do	3,000.00	1,500.00	-----	1,500.00	4,500.00
	Total	15,400.00	-----	-----	7,705.00	23,105.00
Tayabas	Lucena	4,000.00	3,300.00	-----	3,300.00	7,300.00
	Central	4,000.00	1,522.39	477.61	-----	-----
	Central	4,000.00	2,000.00	-----	2,000.00	6,000.00
	do	4,000.00	4,000.00	-----	4,000.00	8,000.00
	Total	12,000.00	-----	-----	8,000.00	20,000.00
Zambales	Castillejos	4,000.00	1,500.00	500.00	-----	2,000.00
	San Marcelino	498,048.18	-----	-----	406,220.83	904,269.01
Grand total		-----	-----	-----	-----	-----

No. 34.—Summary of sales during the fiscal year July 1, 1909, to June 30, 1910.

Division.	Sales of equipment.	Sales of supplies.	Sales of service and manufactured articles.	Totalsales.
Albay	₱ 872.24	₱ 1,976.87		₱ 2,849.11
Antique	557.94	1,032.08		1,590.02
Bataan	123.51	273.55		397.06
Batangas	523.55	825.16		1,348.71
Bohol	905.36	1,066.86		1,972.22
Bukidnon		4.34		4.34
Bulacan	346.28	1,041.16		1,387.44
Butuan	74.74	135.82	₱ 40.00	250.56
Cagayan	313.25	419.90		763.15
Camarines	366.53	1,332.79		1,699.32
Capiz	332.79	697.41		1,030.20
Cavite	760.96	959.82		1,720.78
Cebu	1,136.86	1,318.37		2,480.23
Ilocos Norte	487.08	1,053.66		1,540.74
Ilocos Sur	600.52	1,212.99	4.00	1,817.51
Iloilo	1,306.64	3,107.74		4,474.38
Isabela	198.29	197.51		395.80
Laguna	1,146.85	1,944.37		3,091.22
Leyte	1,194.60	2,087.82		3,282.42
Mindoro	82.04	267.52		349.56
Misamis	375.45	804.96		1,180.71
Mountain	89.11	56.82	1,436.31	1,584.24
Nueva Ecija	435.17	733.64	24.34	1,198.15
Nueva Vizcaya	243.00	348.46		591.46
Occidental Negros	1,820.29	1,670.06		3,490.35
Oriental Negros	672.87	730.89		1,403.76
Palawan	310.64	407.56	188.70	936.90
Pampanga	492.46	1,267.13	250.50	2,010.09
Pangasinan	3,097.09	4,4 8.46		7,585.55
Rizal	142.02	828.63		970.65
Sanar	523.69	1,001.59		1,525.28
Sorsogon	421.74	1,282.78		1,704.52
Surigao	226.95	563.97	11.00	801.92
Tarlac	726.91	2,217.31		2,944.22
Tayabas	657.81	1,098.76		1,756.57
Union	307.73	1,113.79		1,421.52
Zambales	279.42	487.65		767.07
School of Commerce	688.72	157.42		816.14
Normal School	2,866.54	1,388.36	1,105.25	5,355.15
Trade School	145.57	427.68	8,496.72	9,069.97
Library			37.80	37.80
Storehouse		14,727.64		14,727.64
Teachers' Assembly		131.15	86.00	217.15
College of Agriculture	44.98	20.70		65.68
General Office	50.62	.73		51.35
Grand total	26,068.81	56,933.88	11,680.92	94,683.61

No. 35 (a).—*Insular expenditures, salaries and wages.*

[A table showing, by divisions and for the Islands, the distribution of disbursements for salaries and wages made from the Insular appropriation, Act No. 1955, during the period from July 1, 1909, to June 30, 1910.]

Division.	Salaries and wages.							Total salaries and wages.
	American teachers.	Filipino teachers.	Division superintendents and clerks.	General office.	Half salaries.	Miscellaneous wages.	Barrio aid, Janeusas, etc.	
Regular.	Temporary.	Regular.	Temporary.	General office.	Half salaries.	Miscellaneous wages.	Barrio aid, Janeusas, etc.	
Albay	\$38,207.34	\$4,010.00	\$7,357.50	\$4,163.86	\$6,290.63	\$28.89	\$720.00	\$61,048.72
Antique	26,466.66	5,112.00	2,690.01	5,611.73	4,770.73	158.89	1,889.95	46,699.57
Batangas	15,252.97	13.33	2,419.88	2,210.34	2,716.50	220.00	480.00	21,312.97
Bohol	37,960.59	3,068.34	12,763.15	6,018.06	5,973.87	173.34	2,060.00	67,657.29
Bulacan	40,441.88	5,358.32	3,412.00	6,966.84	4,050.92	803.33	5,400.00	66,413.34
Cagayan	51,499.65	6,222.00	15,301.84	6,166.00	6,243.67	176.89	2,104.00	83,416.28
Camarines	42,911.91	2,495.00	3,368.66	8,637.41	4,810.01	497.50	162.00	62,882.49
Capiz	39,027.26	3,954.16	6,651.67	3,881.18	3,705.33	151.67	57,071.27	57,071.27
Cebu	66,750.51	1,868.33	10,645.99	4,949.49	8,016.50	577.79	4,880.00	97,663.61
Cavite	35,710.77	2,612.21	12,233.14	5,977.29	5,280.00	300.56	320.00	59,113.38
Commerce	79,249.08	3,608.32	4,200.13	12,394.17	7,553.17	322.00	5,512.50	113,192.38
Cebu No. 2	23,960.99	5,744.91	9,552.00	6,241.54	5,752.90	106.67	4,385.25	32,550.16
Ilocos Norte	37,775.27	10,397.51	1,654.76	3,834.44	3,834.44	112.00	2,800.00	59,217.51
Ilocos Sur	60,707.29	5,879.46	14,814.69	11,110.81	6,816.88	426.67	451.15	101,422.89
Iloilo	5,957.23	10,561.67	10,465.33	5,159.01	5,159.01	242.78	4,715.00	106,627.16
Isabela	66,523.13	1,743.35	1,136.67	4,613.68	4,510.88	510.01	631.69	26,779.58
Laguna	44,284.44	3,355.00	6,451.88	6,018.35	5,871.50	810.00	4,50	63,169.15
Leyte	74,614.10	1,888.33	2,997.88	7,283.09	4,282.35	213.33	1,866.00	94,392.02
Maria	130,041.60	16,980.75	1,770.00	6,934.34	6,934.34	157.50	24,206.00	155,426.52
Mindoro	14,938.38	3,668.30	1,367.00	3,819.84	2,000.00	200.00	10.80	24,244.77
Misamis	30,314.03	2,124.44	1,200.66	6,629.84	6,629.84	341.66	4,284.00	52,177.27
Negros Occidental	58,092.22	9,241.17	9,102.51	4,760.33	4,760.33	402.22	2,880.00	58,328.52
Negros Oriental	36,464.14	5,734.43	2,103.00	6,244.96	3,022.16	184.89	4,652.77	112,269.19
Normal	15,136.65	3,670.00	4,561.32	5,311.21	5,311.21	128.34	2,016.09	60,778.36
Nueva Ecija	36,125.59	3,289.99	9,355.82	4,534.16	4,534.16	217.23	7,680.00	25,649.50
Palawan	15,812.53	1,895.90	2,534.16	4,257.84	1,149.17	38.89	4.00	96,451.50
Pampanga	63,810.22	3,348.33	12,091.67	5,985.33	4,324.00	38.89	4,320.00	128,329.54
Pangasinan	79,736.02	3,878.10	16,809.49	12,807.19	10,395.05	161.11	2,400.00	63,761.74
Rizal	36,018.79	5,051.64	4,720.33	5,486.67	5,486.67	782.22	5,359.96	76,465.58
Samar	46,309.67	6,816.11	6,983.59	5,575.36	4,588.67	113.33	3,500.00	50,584.34
Sorogon	42,669.88	1,617.77	1,320.00	3,785.35	3,484.01	27.94	4,826.15	49,826.15
Surigao	34,829.48	4,401.00	3,233.99	9,665.94	4,320.00	358.33	2,880.00	54,890.06
Tarlac	92,348.74	4,255.54	6,060.16	4,072.28	5,466.17	1,098.67	1,140.00	81,353.38
Tayabas	54,157.67	4,581.67	9,709.67	6,621.21	6,621.21	256.68	6,595.85	60,915.33
Trade	27,530.00	10,462.06	2,801.33	6,592.66	5,920.22	583.89	2,304.00	57,998.30
Union	33,481.06	6,555.00	5,674.46	3,479.67	3,479.67	5,920.22	5,920.22	5,920.22

No. 35 (a).—*Insular expenditures, salaries and wages*—Continued.

No. 35 (b).—*Insular expenditures, contingent.*

[A table showing, by divisions and for the Islands, the distribution of disbursements for contingent expenses made from the Insular appropriation, Act No. 1935, during the period from July 1, 1909, to June 30, 1910.]

Division	Traveling expenses.				Per diem.				General, Baguio assembly.	General.	Transportation supplies.
	Supervising teachers.	Other teachers.	Division superintendents and clerks.	General office.	To and from the Philippine Islands.	Supervising teachers.	Other teachers.	Division superintendents and clerks.			
Albay	1,819.23	279.65	617.05	244.95	2,637.70	450.50	205.50	208.00	-----	-----	380.67
Antique	1,066.59	77.97	374.40	287.15	947.10	73.52	24.35	56.00	-----	-----	289.11
Batangas	1,166.40	487.80	528.00	259.80	558.74	72.00	198.00	223.00	-----	-----	58.75
Bohol	2,404.28	494.35	200.75	618.30	2,680.70	119.25	76.20	153.00	-----	-----	148.82
Bulacan	1,339.47	162.05	275.35	442.00	637.22	66.75	41.74	172.00	-----	-----	38.18
Cagayan	1,862.05	554.87	611.62	554.62	558.64	646.00	44.00	560.00	-----	-----	154.32
Camiguin	1,848.33	3,248.90	301.82	320.25	1,759.76	418.30	46.50	332.00	-----	-----	214.96
Capiz	1,106.36	89.88	119.31	2,119.31	1,270.70	330.75	106.50	187.75	-----	-----	140.42
Cavite	1,106.36	89.88	119.31	2,119.31	2,474.84	86.00	5.00	67.00	-----	-----	56.40
Cebu	3,304.36	844.19	609.99	3,419.36	3,419.36	349.61	174.41	338.00	-----	-----	528.36
Commerce	-----	-----	-----	-----	1,898.10	-----	-----	-----	-----	-----	3.90
Ilocos Norte	1,267.64	486.35	639.82	476.76	2,075.00	234.25	27.00	234.00	-----	-----	454.70
Ilocos Sur	1,789.99	392.88	476.76	392.88	2,265.78	145.75	64.50	162.00	-----	-----	562.58
Isabela	2,199.13	926.50	343.94	926.50	817.01	390.75	25.00	332.00	-----	-----	455.37
Laguna	1,347.21	300.30	614.32	300.30	1,692.97	238.75	21.60	326.00	-----	-----	208.31
Levy	2,882.20	262.70	344.21	262.70	3,148.88	469.75	40.40	413.29	-----	-----	135.86
Mindoro	645.59	99.69	571.81	571.81	4,345.66	3.00	-----	-----	-----	-----	195.23
Misamis	592.80	201.00	139.60	139.60	99.25	36.90	230.00	353.25	-----	-----	22.15
Negros Occidental	753.95	941.40	982.18	941.40	1,884.91	382.50	142.30	496.00	-----	-----	386.36
Negros Oriental	2,526.57	344.45	706.13	344.45	1,590.85	498.77	68.02	496.00	-----	-----	451.50
Normal	1,738.75	186.31	68.40	174.73	649.00	309.50	-----	251.00	-----	-----	269.04
Nueva Ecija	1,370.68	924.47	448.74	331.36	2,08.90	112.75	58.50	290.00	-----	-----	9.36
Palawan	254.80	316.00	354.14	230.00	1,198.14	33.50	68.40	537.25	-----	-----	382.69
Pampanga	1,640.72	206.51	614.34	567.84	1,689.10	242.61	47.00	218.50	-----	-----	189.26
Pangasinan	3,788.98	700.52	48.95	345.05	2,997.58	35.50	346.10	35.50	-----	-----	113.36
Rizal	876.34	48.95	49.34	49.34	2,996.98	3.90	11.40	3.90	-----	-----	383.52
Samar	1,946.19	257.85	491.90	257.85	2,496.98	697.30	34.50	430.75	-----	-----	69.61
Sorsogon	282.63	296.32	245.45	245.45	517.41	299.25	16.40	236.00	-----	-----	254.59
Surigao	1,188.32	321.08	1,986.41	1,986.41	1,986.41	451.25	38.63	244.26	-----	-----	93.81
Tarlac	1,357.30	340.57	101.67	1,197.20	1,197.20	227.75	24.00	275.00	-----	-----	268.41
Tayabas	302.00	302.00	706.60	302.00	2,244.07	221.58	4.00	245.00	-----	-----	152.35
Trade	-----	-----	88.48	88.48	294.29	79.50	10.00	10.00	-----	-----	.62

No. 35 (b).—*Insular expenditures, contingent—Continued.*

Travelling expenses.										Per diem.				
Division.	Supervising teachers.	Other superintendents and clerks.	Division superintendents and clerks.	General office.	To and from the Philippine Islands.	Miscellaneous travel.	Supervising teachers.	Other teachers.	Division superintendents and clerks.	General office.	Baguio assembly.	General.	Transportation supplies.	
Union.	1,081.92	289.11	378.63	521.73	1,948.23	1,521.73	157.25	18.75	451.00	189.00	514.70	15,444.33	177.89	
Zambales.	925.35	40.70	168.72	284.75	1,271.27	1,884.32	227.50	2,319.09	45.00	514.70	15,444.33	131.21	110.18	
Deaf and Blind.		50.60											333.64	200.20
General Office.													42,023.07	3,425.87
American Library.													23,919.39	22.60
Barnio assembly.													14,754.16	
Property.														
Superior instruction.														
Friar lands.														
Prior fiscal year.														
Night schools.														
Honoraria.														
School buildings.														
General.														
Total.	58,119.45	16,764.82	15,313.68	1,884.32	63,452.74	155.41	7,615.69	3,789.84	9,820.55	514.70	15,444.33	829,446.43	11,697.27	
Grand total of Insular expenditures, salaries, wages, and contingencies, Act No. 1955.														
Division.	Postage.	Rent.	Office expenses.	Miscellaneous.	Christian schools.	Miscellaneous property.	Carnival exhibits.	Non-Christian tribes.	Equipment repairs.	School-house repairs.	Maintenance of permanent buildings.	Total.	Transportation supplies.	
Iloilo.														
Albay.	350.22	262.00		(3.33)	(5.00)		2.64	70.38	8.40		12.15	6,513.98	67,362.70	
Antique.	106.44	241.22		(5.00)	(1.67)		74.04	27.85	8.39		34.00	3,884.80	50,584.55	
Bataan.	285.53	144.08		(3.33)	(8.50)		37.50	57.10			23.50	1,870.44	23,183.41	
Belanga.	215.82	468.80		(6.00)	(6.00)		6.45					3,378.08	71,035.37	
Bohol.	328.20	1.35		8.00			66.07					6,710.62	73,123.96	
Bulacan.	136.96			(8.33)	3.20		64.06					5,876.14	57,292.42	
Cavite.												4,335.27	67,217.76	
Camarines.												6,351.72	68,422.99	
Capiz.												6,510.20	104,173.81	
Total.												17.02	4,173.72	
													68,287.69	

Cebu	469.16	₱3,637.50	(1.00)	170.40	2.80	18.75	25.00	14.40	₱299.71	10,225.14
Commerce	52.15	880.39	(1.67)	52.15	1.80	46.24	32.55	31.40	6,786.10	39,336.26
Ilocos Norte	272.70	3,445.14	3,445.14	7.50	8.40	1,522.50	25.00	112,724.26	5,778.33	64,985.64
Ilocos Sur	240.44	16.00	16.00	18.72	25.87	112,724.26	25.00	5,484.87	112,122.02	5,484.87
Iloilo	380.00	11.75	11.75	1.53	2.20	112,724.26	21.00	2,704.08	29,488.66	29,488.66
Isabela	243.00	(1.67)	(1.67)	24.23	13.00	112,724.26	13.00	4,629.30	67,798.43	67,798.43
Laguna	203.44	(.33)	(.33)	6.39	5.50	112,724.26	6.39	9,187.66	103,579.74	103,579.74
Leyte	569.70	(4.17)	(4.17)	16.30	2.50	112,724.26	2.50	4,444.08	139,870.60	139,870.60
Mindoro	55.10	(1.67)	(1.67)	₱3,771.36	2.50	3.80	25.00	5,841.07	30,047.24	30,047.24
Misamis	294.60	4.67	4.67	22.92	18.12	17.82	33.40	6,133.31	48,398.08	48,398.08
Negros Occidental	688.88	1.67	1.67	6.00	6.00	2.00	62,729.57	100,187.35	100,187.35	62,729.57
Negros Oriental	200.00	99.26	99.26	4,399.64	102.00	418.74	41.07	20,581.05	132,850.74	132,850.74
Normal	799.10	10,800.00	4.17	251.98	15.30	79.68	158.95	147.20	6,563.31	67,341.67
Nueva Ecija	189.00	50.96	50.96	4,890.00	8.20	5.07	₱3,200.00	31,633.07	12,183.07	12,183.07
Palawan	99.00	(5.00)	(5.00)	4.00	23.34	25	55.30	8,811.71	100,892.83	100,892.83
Pampanga	285.94	8.57	(3.33)	26.46	26.46	11.20	137,141.25	4,639.53	4,639.53	4,639.53
Pangasinan	1,164.52	(3.33)	(3.33)	39.46	26.50	26.50	25.58	68,421.25	83,511.59	83,511.59
Rizal	116.00	5.84	(1.67)	6.11	8.89	13.00	13.00	3,684.89	54,289.23	54,289.23
Samar	419.00	(1.67)	(3.33)	10.94	10.94	5.135.64	5.135.64	54,761.77	58,784.65	58,784.65
Sorsogon	311.20	192.67	(4.00)	48	29.24	29.24	29.24	5,366.49	86,720.07	86,720.07
Surigao	222.28	(2.71)	1,326.12	7.20	152.78	10.00	606.84	34,00	63,831.23	63,831.23
Tarlac	260.00	71.33	71.33	77.55	16.70	74.10	8.10	3,886.04	61,894.34	61,894.34
Tayabas	51.24	1.473.44	1.473.44	97.50	47.85	746.47	(37.98)	3,987.50	44,672.51	44,672.51
Trade	271.66	20,244.36	20,244.36	1,341.73	296.36	440.39	440.39	48,004.99	5,381.17	5,381.17
Union	182.22	8.00	18.33	451.21	10.00	10.00	16.78	15,444.33	206,754.67	206,754.67
Zambales	1,073.00	97.50	97.50	1,341.73	296.36	440.39	440.39	674,131.21	1,7,626.31	1,7,626.31
Deaf and Blind	10,683.43	1,341.73	1,341.73	1,341.73	1,341.73	1,341.73	1,341.73	72,333.54	72,333.54	72,333.54
General Office	8.00	18.33	18.33	451.21	10.00	10.00	10.00	42,023.07	42,023.07	42,023.07
American Library								23,919.39	23,919.39	23,919.39
Bacuio assembly								22,604.50	22,604.50	22,604.50
Property								14,754.16	14,754.16	14,754.16
Government students								781.49	1,036.71	1,036.71
Superior Instruction								1,503.57	1,503.57	1,503.57
Friar lands										
Prior fiscal year										
Night schools										
Honoraria										
School buildings										
General										
Total	21,305.91	15,510.50	20,562.76	14,050.59	\$ 461.35	988.75	3,261.22	5,200.00	2,079.77	364.45
										1,121,596.81
										3,871,588.93

* ₱5,200 transferred to Palawan for construction of buildings.

No. 36 (a).—*Insular expenditures, non-Christian, salaries and wages.*

[A table showing the disbursements for salaries and wages made from Insular appropriations for non-Christian tribes, Acts Nos. 1883 and 1960, for the fiscal year 1910.]

Division.	American teachers.	American temporaries.	Filipino teachers.	Filipino temporaries.
Bukidnon	₱801.66	₱2,063.33		₱5,730.58
Butuan	17,936.74	290.00		8,118.07
Mountain	22,152.24	5,846.66		11,452.35
Nueva Vizcaya	13,673.33	1,973.33	₱1,726.00	3,187.56
Total	54,563.97	10,173.32	1,726.00	28,488.51

Division.	Division superintendents and clerks.	Miscellaneous.	Half salary.	Total.
Bukidnon	₱1,200.00	₱269.98		₱10,065.50
Butuan	1,333.33	473.46	₱86.11	28,237.71
Mountain	8,096.03	318.98		47,866.26
Nueva Vizcaya	4,871.67			25,431.89
Total	15,501.03	1,062.42	86.11	111,601.36

No. 36 (b).—*Insular expenditures, non-Christian, contingent.*

[A table showing the disbursements for contingent expenses made from Insular appropriations for non-Christian tribes, Acts Nos. 1883 and 1960, for the fiscal year 1910.]

Division.	Travel.	Per diem.	Transportation.	Postage.	Miscellaneous.	Miscellaneous property.
Bukidnon	₱922.45	₱224.75	₱174.00		₱76.52	₱121.07
Butuan	1,550.43	1,035.59	508.55	₱2.00	2,065.94	536.15
Mountain	3,052.78	1,667.16	1,239.28	256.32	5,541.30	935.00
Nueva Vizcaya	2,341.51	681.42	497.37	116.08	654.52	105.30
Total	7,867.17	3,608.92	2,419.20	374.40	8,338.28	1,697.52

Division.	Office expenses.	Rent.	All repairs.	Supplies.	Total.	Grand total, salaries, wages and contingent expenses, from Acts Nos. 1883 and 1960.
Bukidnon	₱6.00			₱7,031.45	₱8,556.24	₱18,621.74
Butuan		₱30.00	₱25.00	11,768.30	17,521.96	45,759.67
Mountain	4.02	15.00	355.25	22,677.34	35,743.45	83,609.71
Nueva Vizcaya	3.39		22.25	7,155.15	11,576.99	37,008.88
Total	13.41	45.00	402.50	48,632.24	73,398.64	185,000.00

No. 37.—*Provincial expenditures.*

[A table showing, by divisions and for the Islands, the total provincial expenditures for school purposes during the fiscal year, 1909-10.]

Division.	Construction and repairs.	Furniture and equipment.	Salaries and wages.	Rent.	Miscellaneous.	Total.
Manila						
Albay	₱ 9,775.39	₱ 90.23	₱ 431.05	₱ 30.00	₱ 761.37	₱ 11,088.04
Antique	2.25	159.26	187.00	2,479.58	19.98	2,848.07
Bataan			168.00		25.45	193.45
Batangas	8,779.14	130.00	285.00		4,038.31	13,227.45
Bohol	751.31	986.85	317.49	43.53	5,678.19	7,772.37
Bulacan	4,247.39	192.33	771.69		2,471.05	7,682.46
Cagayan	637.48		132.50	275.00	1,440.11	2,485.09
Camarines		85.30	2,845.16	1,405.60	549.54	4,885.60
Capiz	73.35	.60	217.97	137.16	1,439.50	1,868.58
Cavite	1,762.04	283.76	399.73		774.65	3,220.18
Cebu	16,818.42	55.50	374.33	2,600.00	821.94	20,670.19
Ilocos Norte	12,489.61	1,530.99	126.13	812.67	1,989.40	16,978.80
Ilocos Sur	535.90	271.29	662.32	210.00	4,949.70	6,629.21
Illoilo	1,500.75	409.14	1,486.00		10,849.95	14,245.84
Isabela	1,308.65		102.40		470.95	1,882.00
Laguna	16,558.47	57.00	361.50	1,953.36	2,719.60	21,629.93
Leyte					38,863.33	38,863.33
Mindoro	801.71	1.50	305.00		156.61	1,264.82
Misamis	12,861.66	817.37	148.50	500.64	1,595.06	15,923.23
Mountain					187.50	187.50
Occidental Negros	8,736.65	73.75	907.22	800.00	1,589.58	12,107.20
Oriental Negros					2,048.23	2,048.23
Nueva Ecija	2,882.80		132.23		592.64	3,557.67
Nueva Vizcaya					278.98	807.59
Palawan	2,000.00				416.45	2,416.45
Pampanga	282.73	363.00	515.40	52.00	2,832.70	4,045.83
Pangasinan	12,847.20	1,017.38	858.50	2,516.58	985.37	18,250.03
Rizal	228.53		191.40		796.93	1,216.86
Samar		31.68	125.60	1,311.28	329.15	1,797.71
Sorsogon	34,765.37		130.75	551.32	430.63	35,878.07
Surigao		248.52	206.65	30.00	1,594.17	2,079.34
Tarlac	544.37	5.68	124.40		723.19	1,397.64
Tayabas	178.99		196.66	407.50	614.54	1,397.69
Union					3,381.48	3,381.48
Zambales	621.15	14.40	96.67	99.34	450.48	1,282.04
Total	151,941.31	6,855.58	12,802.25	16,754.22	96,806.66	285,159.97

No. 38.—*Municipal receipts and expenditures.*

[A table showing, by divisions and for the Islands, the total municipal receipts and expenditures for school purposes during the fiscal year 1909-10.]

Division.	Balance on hand July 1, 1909.	Internal revenue.	One-fourth of 1 percent land tax.	Appropriated from general fund.	Loaned from general fund.	Municipal receipts.		Receipts from other sources.	Total receipts.
						¶289,650.00	¶2.00		
Manila				¶24,558.37	¶69,064.23	33,138.91	4,608.32	3,654.19	¶289,650.00
Albay	¶2,242.75			12,851.12	6,836.42	4,257.12	—	41,654.19	200,581.74
Antique	13,537.77			5,353.74	8,588.84	17,610.30	—	18,692.85	41,567.82
Bataan	10,403.42			5,355.44	28,275.15	3,491.75	—	1,083.32	18,676.07
Batangas	21,606.76			23,065.59	15,312.01	736.00	—	5,770.95	107,661.12
Bohol	27,742.50			23,039.37	41,802.89	15,50	—	29,680.45	98,166.38
Bulacan	52,890.59			23,035.96	31,324.74	604.29	—	4,638.03	148,145.89
Cagayan	39,542.75			10,902.89	28,054.65	4,998.51	1,078.59	1,555.87	82,128.91
Camarines	30,356.93			24,194.99	13,524.30	15,082.10	—	74,583.57	84,766.73
Capiz	26,495.00			28,276.07	18,864.43	8,276.30	6,544.39	97,586.74	97,586.74
Cavite	33,201.46			13,884.43	67,928.18	40,048.32	6,443.27	8,781.03	189,844.61
Cebu	63,006.50			13,884.70	18,255.17	17,040.94	8,482.15	2,918.26	58,222.34
Ilocos Norte				23,074.55	20,832.47	26,561.83	—	2,891.28	81,862.28
Ilocos Sur				40,086.74	41,665.15	43,096.65	21,271.21	4,776.65	150,896.10
Iloilo				13,273.16	6,996.35	13,350.68	3,000.00	—	36,625.19
Isabela				15,328.54	37,664.91	7,389.27	—	9,355.54	161,190.38
Laguna				50,452.12	43,715.91	34,500.56	240.40	7,949.42	172,567.67
Leiye				1,108.89	12,945.86	13,750.71	6,008.27	4,821.67	11,938.38
Mindoro				22,127.13	877.07	539.30	888.85	1,389.66	51,312.24
Misamis				3,002.33	32,485.07	49,979.33	185.17	—	4,603.87
Mountain Negros				56,273.76	18,639.36	15,421.86	1,000.00	4,335.00	143,088.45
Oriental Negros				20,378.14	13,155.99	40,456.84	6,966.15	5,616.61	61,658.97
Nueva Ecija				56,575.11	2,465.90	6,494.27	—	27.74	93,211.83
Nueva Vizcaya				5,874.28	24,223.09	19,285.12	965.56	—	7,027.66
Palawan	55,270.30			117,880.47	44,983.34	71,447.36	—	10,482.73	19,808.77
Pampanga				24,628.01	15,317.82	30,440.92	2,129.45	4,618.52	103,400.03
Rizal				54,010.26	26,152.42	18,483.04	9,711.76	6,220.88	273,954.94
Samar				28,750.46	18,177.37	82,748.81	11,575.18	3,658.87	88,772.38
Surigao				8,661.09	9,642.19	1,178.60	1,313.35	8,014.46	118,235.18
Tarlac				18,632.33	13,650.58	25,060.16	7,251.00	3,773.46	81,789.28
Tayabas				33,875.92	12,623.02	37,901.48	4,256.00	7,013.28	68,219.34
Union				9,217.36	5,854.94	7,052.11	3,350.00	2,656.50	70,610.89
Zambales							185.00	697.16	26,356.57
Total	1,155,029.79			686,000.52	865,610.63	549,801.28	8,480.87	162,268.32	3,417,191.41

Division.	Municipal expenditures.						Balance on hand June 30, 1910.
Construction of school buildings.	Repairs of school buildings.	Rental of school buildings.	Salaries of teachers.	Purchase, construction or repair of school furniture.	Transportation of school supplies.	Miscellaneous.	Total expenditures.
Manila							288,953.72
Albay							686,28
Antique							126,292.19
Bataan							129,19
Batangas							7,089.37
Buhol							29,679.90
Bulacan							27,680.11
Cagayan							78,722.70
Camarines							49,910.46
Capiz							32,878.58
Cavite							34,021.45
Cebu							18,060.65
Ilocos Norte							68,217.05
Ilocos Sur							13,683.46
Ililo							32,080.72
Isabela							59,010.26
Laguna							19,105.07
Leyte							51,244.59
Mindoro							42,633.88
Misamis							1,455.95
Mountain Province							36,467.47
Occidental Negros							3,041.15
Oriental Negros							67,687.99
Nueva Ecija							30,498.87
Nueva Vizcaya							30,790.43
Palawan							52,421.40
Pampanga							276,49
Pangasinan							2,975.82
Rizal							36,633.47
Samar							109,291.90
Sorsogon							23,294.61
Surigao							46,516.39
Tarlac							36,463.98
Tayabas							9,464.88
Union							31,343.44
Zambales							37,377.17
							37,377.44
							25,527.44
							16,076.88
							16,076.88
							10,279.74
Total							1,283,577.91
355,327.51	51,966.94	86,548.82	1,435,946.35	87,313.85	8,922.44	107,552.00	2,133,577.91

No. 39.—*Insular, provincial, and municipal expenditures.*

[A table consolidating the Insular, provincial and municipal expenditures for school purposes during the fiscal year 1909-10.]

Division.	Insular (Acts Nos. 1955, 1883 and 1960).	Provincial.	Municipal.	Total.
Manila	₱159,870.60		₱288,953.72	₱448,824.32
Albay	67,562.70	₱11,088.04	74,292.19	152,942.93
Antique	50,584.55	2,848.07	25,258.63	78,711.25
Bataan	23,183.41	193.45	11,178.70	34,555.56
Batangas	71,035.37	13,227.45	77,981.22	162,244.04
Bohol	73,123.96	7,772.37	52,496.47	133,392.80
Bukidnon	18,621.74			18,621.74
Bulacan	87,292.42	7,682.46	69,393.19	164,368.07
Butuan	45,759.67			45,759.67
Cagayan	67,217.76	2,485.09	32,338.46	102,041.31
Camarines	63,422.99	4,885.60	50,038.15	118,316.74
Capiz	104,173.81	1,868.58	41,581.12	147,623.51
Cavite	63,287.69	3,220.18	69,508.09	136,015.96
Cebu	123,417.52	20,670.19	121,667.56	265,755.27
Ilocos Norte	61,995.64	16,978.50	38,528.89	120,503.33
Ilocos Sur	112,724.26	6,629.21	49,831.56	169,185.03
Iloilo	112,122.02	14,245.84	91,886.14	218,254.00
Isabela	29,483.66	1,882.00	17,520.12	48,885.78
Laguna	67,798.43	21,629.93	109,945.79	199,374.15
Leyte	103,579.74	38,863.33	130,234.22	272,677.29
Mindoro	30,047.24	1,264.82	10,452.88	41,764.94
Misamis	48,398.08	15,923.23	20,844.77	85,166.08
Mountain	83,609.71	187.50	1,562.72	85,359.93
Occidental Negros	100,187.35	12,107.20	66,330.46	178,685.01
Oriental Negros	62,729.57	2,048.23	30,458.87	95,236.67
Nueva Ecija	67,341.67	3,557.67	40,790.43	111,689.77
Nueva Vizcaya	37,008.88	807.59	6,751.17	44,567.64
Palawan	37,682.57	2,416.45	16,832.95	56,931.97
Pampanga	100,892.88	4,045.83	67,336.56	172,275.22
Pangasinan	137,141.25	18,250.03	161,723.04	320,114.32
Rizal	68,421.25	1,216.86	54,597.77	124,175.88
Samar	83,511.59	1,797.71	71,718.79	157,028.09
Sorsogon	54,269.23	35,878.07	45,325.30	135,472.60
Surigao	54,761.77	2,079.34	21,308.63	78,149.74
Tarlac	58,784.65	1,397.61	36,875.90	97,058.19
Tayabas	86,720.07	1,397.61	63,853.17	151,970.93
Union	61,834.34	3,331.48	45,083.45	110,249.27
Zambales	44,672.55	1,282.01	16,076.83	62,031.42
Normal	132,850.74			132,850.74
Trade	63,831.02			63,831.02
Commerce	39,336.26			39,336.26
Deaf and Blind	5,351.17			5,351.17
General office	206,764.67			206,764.67
Library	18,500.21			18,500.21
Baguio assembly	17,626.34			17,626.34
Property	674,131.21			674,131.21
Government students	72,333.54			72,333.54
Superior instruction	42,023.07			42,023.07
Friar lands	23,919.39			23,919.39
Prior fiscal year	22,604.50			22,604.50
Night schools	6,122.50			6,122.50
Honoraria	1,036.71			1,036.71
School buildings	781.49			781.49
General	1,503.57			1,503.57
Total	4,056,588.93	285,159.97	2,133,577.91	6,475,326.81

Average annual expenditure for each pupil enrolled during year, ₱11.03; annual expenditure per capita of total population, ₱0.89.



